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ABSTRACT

The guide introduces literacy education volunteers to the contents and use of the Peace Corps' prepared information packet on native language literacy education (Litpak). Part 1, a guide to the packet, contains two chapters. The first chapter, an introduction to Litpak, outlines the materials' purpose, typical situations in which Peace Corps volunteers get involved in literacy work, methods and approaches for using Litpak contents, and ways of supplementing the handbook. The second chapter of this part looks at special issues in literacy: the role and adequacy of literacy in different situations; alternatives to literacy; literacy in multilingual situations; and choosing a teaching approach and methods for different situations. The second section of the guide addresses the use of various teaching methods. The first chapter of this section discusses the formulation of a situation-specific literacy curriculum. The second and third chapters focus on curricula for two methods: the language experience approach and a modified Freirean approach. For each of the approaches, the guide outlines goals and objectives, learning activities, and sample lesson plans. For the Freire curriculum, specific reading objectives, linguistic content, and semantic content are included. Appended materials include sample lessons from students' texts in the specific literacy and the modified Freire curricula. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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GUIDE TO
PEACE CORPS LITERACY PACKET

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Peace Corps

GUIDE TO
PEACE CORPS LITERACY PACKET

Prepared for Peace Corps by
Sarah Hall Goodwin

Peace Corps
Information Collection and Exchange

June, 1986

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Litpak

WHAT DOES IT CONTAIN?

Peace Corps Literacy Handbook by John Comings and David Kahler. 1984.

A Peace Corps Guide to Literacy, Adult Learning, and Nonformal Education by David Jarmul. 1979.

Making Literacy Work: the Specific Literacy Approach by Stephen J. Anzalone and Stephen D. McLaughlin. 1983.

A Manual of Literacy for Preliterate Peoples by Sarah C. Gudschinsky. 1973.

Handbook for Volunteer ESL Literacy Teachers by Kathy Kuy and Bob Thomas. 1985.

Ashton-Warner Literacy Method by Jock Gunter. 1972.

Tutor: Techniques Used in the Teaching of Reading by Ruth Colvin and Jane Root. 1984.

The Participatory Process: Producing Photo-Literature by Bonnie Cain and John P. Comings. 1977.

Rural Press for Village Post Literacy Literature: Articles by Robert H. Sam-Kpakra, Charles T. Hein, Keith Kanayogonya, and Margaret Miller. 1979-82.

Writing for New Readers: Selections from a Writers' Manual by Marion Van Horne. n.d.

Visual Aids for Nonformal Education: A Field Guide to the Production and Use of Inexpensive Visual Aids in Nonformal Education by Jane K. Vella. 1979.

Development Communication Reports: Articles on the Educational Use of Radio and Audio Cassettes, Village Photography, and Maternal Language Textbooks. 1981-85.

Literacy and Basic Education: A Selected, Annotated Bibliography. ICE Publication Ed-34. 1982.

Part I: GUIDE TO THE PEACE CORPS LITERACY PACKET

Chapter One: INTRODUCTION TO LITPAK

Purpose of Materials

The purpose of the Peace Corps Literacy Packet (Litpak) is to enable Peace Corps Volunteers to make a contribution to the education of illiterate people with whom they work. The focus is not so much on literacy as a goal or illiteracy as a problem, but on the needs and goals of the illiterate or semi-illiterate people themselves.

Focus on Felt Needs

Obviously, the lack of reading and writing skills and the resources which these skills make accessible is a serious problem to the world's one billion or so illiterate youth and adults. However, literacy may not be a felt need, or at least not the most urgent need of many. In the countries where Peace Corps Volunteers work there is a high correlation between poverty and illiteracy, and poor people have many urgent needs: jobs, land, credit, health care, housing, marketing skills. The need for and the place of literacy programs in meeting these needs must be carefully evaluated for each specific situation.

The focus also is on the education of illiterate people--basic education--rather than on literacy alone. In Spanish the verb for "make literate" is alfabetizar, literally, to "alphabetize" or teach the sounds of the alphabet. Unfortunately, that is as far as some literacy programs take students, and the result has been a bad name for literacy in some development circles. As a PCV with only two years to serve, you may well concentrate on teaching reading and writing, but do it in the context of all the basic needs of your students and of broader basic educational goals.

Minimum Learning Needs

Several years ago the World Bank developed a description of basic education in terms of minimum essential learning needs, which will help put literacy in a broader context. These essential learning needs include functional literacy sufficient to read with comprehension a national newspaper or magazine, useful agricultural, health and other 'how-to-do-it' bulletins, to write a legible letter to a friend or a government agency, and functional numeracy sufficient to handle important common computations--such as measurement of land, calculation of agricultural costs and revenues, interest charges on credit and rental rates on land.

The essential educational needs also include knowledge and skills for earning a living, family planning and health, child care, nutrition, sanitation, and civic participation, plus an elementary understanding of the processes of nature as they relate to everyday life.

Volunteer Situations for Literacy

To elaborate further on the purpose of this literacy packet, we will look at several typical situations where Peace Corps Volunteers may get involved in literacy work and suggest ways this packet may be of assistance in each case.

Literacy as a Primary Assignment

First, a PCV may be assigned to work full time in a regional or national literacy program managed by a government ministry or private agency. If the Volunteer joins the program when the planning process is just beginning, the Peace Corps Literacy Handbook will provide invaluable insights into feasibility studies, needs assessment, curriculum design, teacher training, and other aspects of planning and preparation. Other items in the packet will offer guidelines on preparing instructional materials, supplementary reading materials, and additional information on curriculum design and teacher training.

Even if the Volunteer joins an ongoing program with curriculum and instructional materials already designed and teacher training established, Litpak includes materials which will help the PCV bring new ideas and resources to the program.

Literacy as Project Support

In a second typical situation, the Volunteer may be asked to help develop an adult literacy program to support her primary project in an area other than education, such as agriculture, health education, or cooperative and small business management, where lack of literacy or numeracy skills has been identified as a barrier to success. In this case the literacy packet offers background information and step-by-step guidance in designing a program for that specific situation, or, in finding and working with an existing program to adapt instruction to the situation.

Literacy as a Secondary Activity

A third situation is the PCV who is asked to teach two or three illiterate youths or adults to read as a secondary activity entirely apart from her first assignment. Litpak

gives guidance in how to find and/or develop the teaching materials and skills needed to accomplish this task.

Examining the Contents of Litpak

Now, we will look at the items in the packet and consider what each can do for you. First is the Peace Corps Literacy Handbook (hereafter referred to as the Handbook), which was written specifically as an introduction and overview of the field of adult literacy for Volunteers in the situations described above. A good way to get started is to put this booklet (the Guide) aside and take an hour or so right now to read the Handbook from cover to cover.

Having read the Handbook, you should now look over the other items in the packet.

A Peace Corps Guide to Literacy, Adult Learning, and Non-formal Education by former Nepal PCV David Jarmul is another Peace Corps-specific look at the field of adult literacy. It is especially important to study his chapters, Adult Learning and The Teacher. Also, his first two chapters will give some insights into the questions about literacy programs currently being raised by development experts.

Approaches and Methods

Next are five publications dealing with what the Handbook calls "strategies" and which may also be called approaches and methods of instructions. It is useful to distinguish between approaches to literacy, which deal primarily with overall goals, instructional content, and the motivation of adult students, and literacy methods, which deal primarily with the techniques used to teach the actual reading and writing process.

The Handbook's chapter on Strategies presents the "Laubach method," the "Freire method," and the "functional literacy method" (pp. 19-27). If you will glance over the first two pages discussing the Laubach method, you will see that the emphasis is on a picture-letter-word technique of teaching beginning reading. The Laubach method is indeed a method, a specific one, of teaching adults to read.

On the contrary, Paulo Freire is primarily concerned with the purpose and goals of education and with the socio-political context and outcomes of literacy instruction for adults. The Freire approach as it is used throughout the Third World almost always incorporates a specific set of instructional methods which we will discuss later.

The functional literacy approach, as you can see from the Handbook description, is also unconcerned with specific techniques and methods and focuses, rather, on content that is functional in the learners' lives, specifically on work-related content. Functional literacy programs have used various techniques to teach adults to read content relevant to work skills.

Making Literacy Work: the Specific Literacy Approach by Anzalone and McLaughlin deals with an approach to literacy, not teaching methods. As the Handbook points out (p. 30), it is a new variation on functional literacy in which the work of prospective students is analyzed to see exactly what literacy or numeracy skills are needed and then teaches only those skills. Anzalone and McLaughlin describe in detail how to determine if and what literacy skills are needed in a specific situation. They do not deal with how to teach those skills. Their discussion of the "changing environment for literacy" will give additional awareness of the failings of past literacy programs.

A Manual of Literacy for Preliterate Peoples by Sarah Gudschinsky is definitely a book of methods and techniques, not an approach. The author is a linguist who spent her life working with people who spoke only minor, unwritten languages. She describes how to develop literacy teaching materials after such languages are studied and reduced to writing. The method she promotes is called analytic and is based on key words selected through linguistic analysis as well as learners' interests.

Even though most Volunteers may not construct reading "primers" in the detailed manner she describes, her guidelines on primer construction are fully applicable to curriculum design and lesson planning. The extensive repertoire of teaching techniques could be applied when using a functional or specific literacy approach, the Freire approach, or language experience.

The Handbook for Volunteer ESL Literacy Teachers by Kathy Kuy and Bob Thomas is another guide to methods. Although Kuy and Thomas are writing for teachers in U. S. English as a second language programs, they are dealing with some of the same kinds of adults Gudschinsky was concerned with--preliterate people, but those who have become immigrants to the United States. Some of their techniques, for example, phonics, are English-specific, and do not carry over directly to more phonetically written languages. Generally, however, their straightforward discussion of literacy principles and methods, performance objectives, curriculum organization, and lesson planning will be helpful to Volunteers.

English literacy may, after all, prove relevant to the needs of urban illiterates in Anglophone Africa or other Third World countries where English is a national language or an important second language.

Ashton-Warner Literacy Method by Jock Gunter deals with how to use the language experience approach to teaching reading in a Third World setting. Gunter describes how this approach was adapted for teaching rural Ecuadoran adults in informal groups with facilitators rather than teachers.

Tutor: Techniques Used in the Teaching of Reading by Ruth Colvin and Jane Root offers more information on the language experience approach. Though designed for teaching reading in English in the USA, many of the techniques presented are applicable to other languages. You will find most relevant the sections on profiles of a good reading tutor and the adult student, pre-reading and writing activities, the first two parts of word recognition skills, goals and lesson plans, comprehension and study skills. The material on phonics and word patterns (pp. 26-44) is specific to English and does not apply to most other languages.

Teaching Aids and Reading Materials

The next group of materials in the packet will give guidance on producing teaching aids and reading materials for those who are learning to read.

Visual Aids for Nonformal Education by Jane Vella gives practical, down-to-earth suggestions on how to find and use local resources in Third World educational programs. This guide includes a useful section on how to use pictures to stimulate group discussion, a key feature of most adult literacy instruction.

Three items provide resources for producing easy-to-read materials for new readers:

Rural Press for Village Post-Literacy Literature is a collection of articles from Africa which covers how to produce simple village newspapers and other grassroots publications. Of special interest to PCVs will be the instructions on how to make a silk-screen mimeograph.

The Participatory Process: Producing Photo-Literature by Bonnie J. Cain and John P. Comings describes another type of grassroots publication.

Writing for New Readers by Marion Van Horne discusses the special techniques needed if materials are really going to be easy to read.

Several recent issues of Development Communication Report and reprints from earlier issues will provide useful information on the use of radio in Third World education for those Volunteers who have access to local radio time or who work in programs which do. (You also should be able to get current issues of Development Communication Report from the local USAID office.)

Finally, the packet includes ICE publication, Literacy and Basic Education: A Selected, Annotated Bibliography. Volunteers looking for resources in addition to those listed in the Handbook, Chapter 9, will find help here.

Supplementing the Handbook

The materials described above supplement each chapter of the Handbook in the following ways:

Chapter 1--Introduction. Ideas introduced here are expanded in the following sections:

--Jarmul, Chapters 1-3--Why Nonformal Education?, Literacy Education: Off Center Stage, and Adult Learning.

--Kuy and Thomas, Introduction and Chapter 1--Goals for Literacy Students.

--Gudschinsky, Chapter 1--A Look at the Whole Job, especially 1.1--The Complete Literacy Program and 1.2 When Is a Person Literate?

Chapter 2--Strategies. An additional summary of approaches to literacy is found in Kuy and Thomas, pp.10-14. Broadly speaking, all five publications described under literacy strategies supplement this chapter.

Chapter 3--Feasibility Study. Anzalone and McLaughlin's specific literacy approach to feasibility complements the procedures described in this chapter.

Chapter 4--Planning and Preparation.

--Anzalone and McLaughlin deal with needs assessment in a different and more in-depth manner.

--Additional materials for teacher training should be based on the methodology and instructional materials selected.

--A good way to present methodology to inexperienced teachers can be found in Gudschinsky, pp. 73-79 and 156-171.

--Most of the information in Jarmul's chapter on adult learning should be included in teacher training.

Chapter 5--Curriculum. This thorough description of curriculum development can be supplemented in the following ways:

--Kuy and Thomas in Chapters 4 and 5, Curriculum Contents and Lesson Planning, describe the linguistic features of literacy instruction. Even though they do this in terms of the English language, you can get a good idea of what to look for in any language written with a Roman alphabet.

--The specific literacy process of Anzalone and McLaughlin is another method of determining curriculum content.

--Part II of this document, Guide to Teaching Methods, also complements this chapter.

Chapter 6--Implementing and Evaluating Instruction.

--The section on pre-reading exercises is supplemented by Kuy and Thomas, pp. 16-22 and Gudschinsky, pp. 60-64.

--More suggestions on classroom activities and management are found in Jarmul, Chapter 5--Practical Planning Ideas.

--Vella provides additional suggestions on visual aids and learner participation.

--Kuy and Thomas provide help on assessment and evaluation of student progress in Chapter 7, which can be adapted from English to your language of instruction.

Chapter 7--Instructional Materials. Whether you are preparing your own instructional materials or selecting from locally available adult texts, most of the contents of Kuy and Thomas, Gudschinsky, Lee, Gunter, and LVA will provide additional guidance. Also, of course, Part II of this Guide.

Chapter 8--Continuing the Effort. Since the importance of follow-up (or follow-on) reading materials for new literates cannot be overemphasized, Litpak includes several items to help produce such materials: These are the rural press articles, Marion Van Horne on how to write for new readers, Cain and Comings on photo-literature, and Gudschinsky, Chapter 2--Literature.

A Volunteer working with an on-going adult literacy program may determine that her greatest contribution will be to help produce a village newspaper, a how-to manual, or some other form of follow-on materials.

Chapter 9--Networking. The ICE annotated bibliography on literacy and basic education lists additional resources for the PCV who may not find everything needed in the comprehensive bibliography in this chapter. The ICE bibliography also includes a number of region- or country-specific items. A few additions to the resource list can be made here:

--The German Adult Education Association, listed on page 154 of the Handbook, puts out a half-yearly journal, Adult Education and Development, which it will send free to literacy workers in any Third World country. It is published in English, Spanish, and French. It is worth the effort to write for recent issues of this journal and also for a list of other publications.

--The International Reading Association has an extensive publication list in the field of reading, as well as several periodicals. Address: 800 Barksdale Road, P. O. Box 8139, Newark, Deleware 19714-8139, USA. Write for their catalogue, information on publications and on affiliate organizations in your region or country.

--The Summer Institute of Linguistics (SIL), 7500 West Camp Wisdom Road, Dallas, Texas 75236, USA, will on request send a catalogue of their publications which includes addresses of branch offices in Latin America, Africa, Asia, and the Pacific. If you are dealing with a minor tribal language only recently reduced to writing, SIL may have linguistic data which will help you. The catalogue requires 17 pages just to list the languages and countries covered.

--This is a good place to repeat the Handbook's comment (p. 2) that the most useful resources are those close by. Find out from your country's ministry of education what government and private agencies are working in adult literacy and basic education. Other than the education ministry, government agencies involved in or knowledgeable about adult education may include agricultural extension, community development, vocational/technical training, or cooperative management. Private agencies, especially those that are church-related, often have extensive programs and resources.

Chapter 2: SPECIAL ISSUES IN LITERACY

Is Literacy the Answer?

In the Handbook you already encountered this question in Chapter 3, Feasibility Study, as well as in the description of specific literacy on page 30. Carefully consider each of the eight questions in the Handbook's feasibility study. A negative answer to any one of these questions may mean that literacy is not the answer in your situation.

Especially crucial are the questions concerning who wants to learn to read and why; sufficient community support; the costs, benefits, and chances of success; and, above all, whether or not there is anything to read.

Can You Do the Job?

The answers to these questions may be positive, but you doubt that you have the skills or time to do the job. In the first place, literacy instruction is not a job a PCV should tackle alone. Even if you are only teaching one or two individuals to read as a secondary activity, find an assistant who is a native speaker of the language of instruction. Not only will this person make your instruction more effective, but you will leave behind someone who can continue teaching others to read. (Note Handbook comments, pp. 39 and 39.)

Secondly, in such a situation the materials in this packet, if carefully studied, should enable a Volunteer, even without teaching background, to teach a few persons to read.

Thirdly, you may find that a role other than that of a teacher will make a greater contribution to the education of illiterate people. For example, you could help find and support an agency which will plan and carry out the literacy program in the community which needs and wants one. Or, you could concentrate on producing easy-to-read booklets or periodicals for new readers.

Will Literacy Do the Job?

Anzalone and McLaughlin (pp. 9-12) raise the question of whether or not literacy is the answer more pointedly. For a group of people in a specific work and living environment, they ask what literacy skills are required to get along. Is it the level of literacy and not some other problem that causes difficulty? Would an increase in literacy skills make a noticeable contribution to their work and well-being? If so, would short-term literacy training lead to the desired improvement in skills?

If you are being asked to design a literacy program to support your primary project (the second typical Volunteer situation noted on page 2), Making Literacy Work will guide you in determining if literacy is the answer.

What Is the Language Situation?

Another aspect of your situation to examine in deciding if literacy is the answer is language. Carrying out literacy programs in multi-lingual situations is always more difficult than ones where everyone speaks the same written language. In some cases the language factor will make literacy impossible for a PCV.

For example, if you are working with a group of people who speak only a minor, unwritten language and do not understand the national language, planning a literacy program as described in the Handbook is probably not for you. Analyzing and reducing to writing an unwritten language is a 5-10 year project for trained linguists. Teaching people to speak and understand a second language and the process of reading at the same time is much more complex than teaching reading in the native language. Various ways to deal with different multi-language situations are discussed later in this chapter.

Alternatives to Literacy Instruction

We can think of alternatives in two ways: (1) other ways of meeting the literacy needs of people for whom literacy instruction for one reason or another is not possible; and (2) alternative activities for the PCV. In some cases these two types will coincide.

Can Somebody Else Read?

As Anzalone and McLaughlin point out (p.22), illiterate workers often fill the "literacy gap" by relying on someone else's reading and writing skills. The Ministry of Health in Honduras, for example, built a key phase of a health education project on oral rehydration by designing reading materials to be read by school age children to their usually illiterate mothers. The Ministry produced a brief, attractive photonovel with a story line about a 10-year-old boy who saved the life of his baby sister by teaching his mother how to use oral rehydration to prevent death from diarrhea.

Studies have shown that in countries with a high level of primary school coverage most families have at least one literate member. One way to get across important information is to design reading material for the member or members of the

family who can read, building in the message that they read it to others.

The Audio Connection

Another way is the use of radio and audio cassettes. As you have probably observed, the first thing even very poor individuals buy with disposable cash is a battery-operated radio. The next may be a radio which also plays audio cassettes. These two types of media are known and used throughout the Third World, even in very isolated villages. Development programs have not begun to utilize fully the educational potential of radio and audio cassettes.

Research shows that audio media is most effective when supported by printed materials and personal contact. Even with non-readers, instructional cassettes or radio can be supplemented with visits, group discussion, pictures, etc. The Development Communication Reports in this packet will give you an introduction to the educational use of radio, and the bibliographies will suggest other titles, if you decide to make a major effort using radio and/or cassettes.

Literacy and Vocational Training

Suppose you are in a situation where there is pressure to give technical or vocational training to illiterates and teach reading and writing by means of technical content. Is "functional literacy" as carried out in the UNESCO programs (Handbook, pp. 27-29) the answer? As UNESCO's own evaluation showed, most of those programs were not great successes. (Also, look at Anzalone and McLaughlin's comments on pp. 7 and 8.) Providing a meaningful amount of technical training and teaching the process of reading, writing, and possibly numeracy each require several hundred hours of instruction. This amount of time may be available in a full-time program or a part-time one over several years, but most likely would seem an insurmountable barrier to working adults.

What are other possibilities? Again, one is the specific literacy process, which zeros in on just the skills needed to fill the "literacy gap" and which requires a more feasible amount of time, especially when technical training is going on at the same time. Another, where the emphasis is on acquiring technical skills, is to use oral, hands-on instruction, supported by models, audio cassettes, pictures, diagrams, and anything else possible in the audio-visual field.

One New Skill at a Time

It is well to recall that it is difficult to learn more than one entirely new skill at a time. Did you learn to swim and ride a bicycle the same week? Probably not. In the same way it is exceedingly hard to learn the brand new psychomotor process of reading at the same time that you learn a second language or a new vocational skill. Your job is to find out which of those three skills is most necessary and feasible for the people with whom you will spend your Peace Corps service. Then you can focus primarily on providing instruction in that skill.

Literacy in Multi-lingual Situations

As noted earlier, many Volunteers work in situations where more than one language is spoken. In Peace Corps countries in Latin America, where Spanish is the national language, many Indian groups speak indigenous language, of which most, but not all, are written.

In Africa things get more complicated. The colonial languages, such as French and English, are still de facto, if not official, national languages. There are widely-spoken African languages, such as Swahili, which has become the official national language in Kenya and Tanzania, though English is still an important second language. There are hundreds of tribal languages, most major ones being written. Many people who speak these languages are monolingual.

In Arabic-speaking countries, such as Morocco and Tunisia, the language problem has a different twist. Classical Arabic, the language of the Koran, has an untouchable status as the official written language, while the major spoken language is an unwritten, dialectical Arabic. French, the colonial language, is still widely used in business, government, and education, and there are tribal languages, such as Berber.

What considerations affect literacy programs in these kinds of multi-lingual situations? How is a language of instruction selected?

Two Things to Remember

First, we must emphasize the difference between learning to speak a second language and learning to read, since they are often confused. As Gudschinsky points out, you only learn to read once--at least in an alphabetic language. That ability to identify sounds with symbols, oral language with written words, transfers easily from one language to another, if both are written with the Roman alphabet. It is more difficult to

transfer reading skills from the Roman alphabet to one that is totally dissimilar, such as Arabic or Hindi, but the concept of sound-symbol correspondence will carry over. Learning a second language means acquiring a new, basically oral system of sounds, meanings, and grammatical structure. Reading that language is secondary.

Second, we will also emphasize that the ideal is to teach reading in the learners' first language. Most linguists and many educators insist children and adults should be taught to read first in a language they know, preferably the mother tongue. Then learning to speak, understand, read, and write a second language is much easier. The educational principle of teaching from the known to the unknown supports the soundness of teaching the unknown reading skill in the known language.

Saying this will not, however, change the urgency of literacy in a second language in many situations. For example, many refugees from Southeast Asia who have immigrated recently to the U. S. cannot read in their native languages and learning to read in those languages before they learn to speak and read English is not feasible. Kuy and Thomas designed their manual for literacy tutors of such adults who are in English as a second language classes.

Three Possible Solutions

What kinds of literacy programs are possible in multilingual situations?

(1) The traditional solution is to prepare beginning reading materials in the second language and hope that students will learn to speak and understand it as they learn to read. This works fairly well if learners are in an environment where the target language is constantly spoken and they have to use it. Generations of immigrant school children in the U. S. mastered English this way. Many Third World countries provide elementary schooling only in a national language not spoken by most children entering first grade.

This solution does not work nearly as well with older youth and adults, who have much less time in class. It was the approach in the Tanzania national literacy program, where all instruction was in Swahili even though some groups spoke only their tribal language. Though adults there learned more slowly, they apparently did become literate to some degree. Of course, the government of Tanzania made a major, long-term commitment to adult education and channeled resources into a variety of teaching materials for adults, including extensive radio programming, a rural newspaper, as well as textbooks.

Specific literacy, especially in urban areas and related to technical work, is likely to focus on a second or national language not spoken by adult learners. The specific literacy project in The Gambia, which Anzalone and McLaughlin describe, taught literacy in English, but it was very limited literacy.

(2) Another less-than-ideal, but more workable solution is to put the major emphasis on learning the national language orally, using the best second-language teaching/learning techniques, and after some oral mastery of the language, begin to teach reading, writing, and numeracy. Kuy and Thomas' manual, as pointed out earlier, is a guide to the literacy instruction phase of such a program.

(3) A third approach is to provide adults with beginning reading instruction in the vernacular, or mother tongue, and spend a little time at the end of each class period teaching the national language orally. A set of adult texts were prepared a few years ago in Kenya, using this approach. The primers taught reading in the tribal language, using a Freire approach and analytic methods; then at the end of each lesson the discussion questions used at the beginning were taught orally in Swahili. By the end of the second primer students could read the tribal language and could speak and read some Swahili.

The whole bilingual education movement in U. S. public schools follows this approach. If you are familiar with the controversy swirling around North American bilingual education, you know what a hot political issue the question of the languages of instruction is.

Which Approach to Language?

In order to determine which of the three approaches to promote or use in a multi-lingual situation, you will have to add language to your feasibility questions. (I have to admit my own bias and urge you not to use the first approach, except in a specific literacy program where the skills to be taught are very limited.)

Find out what language students are most motivated to learn to read. What are their attitudes toward their mother tongue and the national language? If they live in an urban area where most people speak the national language, they will have little interest in learning to read in a low-prestige mother tongue, even if they know only a few words of the second language. If they live in a rural area where only the tribal language is spoken, except when visiting government officials arrive, they may resent the imposition of the national language. In what language are teaching texts and follow-on reading materials available? Are there "bridge" materials

which help make the transition from reading a tribal language to the national language?

Literacy and Second Language Teaching

If you are in a situation where the second or third approach has been selected, you will be dealing with both second language teaching and reading instruction. This packet focuses on the latter--literacy instruction, so you will need to look elsewhere for background information and help in second language teaching.

Some possible sources at hand are your training director (who directs the program in which you learned a second language); other PCVs who are assigned to English as a foreign or second language programs, and in some cases, local schools and ministries of education. If your program's major focus is teaching adults the national language, find the best materials available in that language. If it happens to be English, there are tons of good teaching materials for adults in the U. S. and Great Britain. Check out the U. S. Information Service at the Embassy, or try the British Embassy. If it is French, the French Embassy should have resources.

If the national language to be taught as a second language is not English, you should not teach the oral phase yourself, unless you have near-native fluency and accent. Train native speakers to be the teachers.

There is an old rule of thumb which says that in language learning the order is first listening, then speaking, then reading, and writing. When teaching illiterates a second language, teach listening and speaking for as long as possible, using pictures, objects, actions, not written words. Then after students have some oral competence you can begin teaching them to read primarily what they are learning to speak. Select the words and phrases for reading instruction on the basis of the guidelines of Gudschinsky and/or Kuy and Thomas.

Choosing a Teaching Approach and Methods

How do you go about determining what literacy approach and teaching methods are best for your situation? The approaches recommended in this packet are specific literacy, language experience, and what can be described as a "modified Freire" approach. The recommended methodology for teaching beginning reading could be called the "key word-analytic-synthetic" method, followed by as wide a variety as possible of techniques for teaching word recognition, comprehension, fluency, and more advanced reading skills.

Recommended Approaches

The Freire approach (Handbook, pp. 23-27) is recommended because it has influenced adult literacy and basic education world wide, especially in Peace Corps countries. Also, it is consistent with the Peace Corps development philosophy of encouraging and enabling grassroots people to gain some control of their lives and to improve their living conditions. Freire's philosophy and methodology is compatible with the participatory adult learning principles recommended for Peace Corps training.

The specific literacy approach has particular relevance to Peace Corps Volunteers because of the shorter period of planning and instruction required, because of its potential to support a variety of Volunteer assignments, and because it is a promising strategy with unexplored potential which Peace Corps could help develop and promote.

The language experience approach is also based on sound motivational and participatory principles and is appropriate to the PCV teaching a few people to read in their mother tongue. It requires a creative and flexible approach to teaching, but less advance planning.

The Laubach method of teaching beginning reading (Handbook, pp. 20-22) is not recommended, unless you happen to be in an area where Laubach-type primers are the best available. Actually, Laubach uses a variation of the key-word approach, selecting picturable words which begin with a letter shaped like the object pictured. The picture is shown first, then the letter superimposed on the object, next the whole word, then the word broken into syllables.

It is the step of identifying the shape of the letter with the pictured object that is unique to the Laubach method, and which has not been widely adopted. For one thing, selecting words that can be pictured and which begin with a letter shaped like the object may not result in meaningful content. Identifying the sound of the syllable too closely with the picture may cause problems, as Gudschinsky points out (p. 36).

The strengths of the Laubach movement are the emphasis on producing materials for new readers to read, peer teaching--"each one teach one," and bringing world-wide attention to the cause of adult literacy. If there is a Laubach affiliate in your country, it will be a source of encouragement and resources.

Now we will look at factors to consider when selecting an approach and methods.

The Volunteer Situation

As mentioned previously, the situation in which the Volunteer is working is a primary consideration. For example, a PCV involved in planning and implementing a full-blown community, regional, or national adult education program probably would not promote either specific literacy or language experience as the primary approach. Strictly followed, the specific literacy approach might overlook interests and needs of many potential students, though it surely suggests a methodology for selecting content for supplementary reading materials.

Language experience requires initiative, creativity, and flexibility which are difficult and time-consuming to develop in the kind of community instructors usually available in Third World countries. Even primary school teachers usually are accustomed to using fixed methods emphasizing rote memorization. As mentioned earlier, it is the PCV personally teaching a few students, or one who is training and closely supervising a few local teachers who can best use the language experience approach.

That leaves the Freire approach for this situation. In various modifications, it has been used in national programs in countries as different as Nicaragua and Honduras, Kenya and Guinea-Bissau, as well as in some of the radio schools in Latin America, to mention a few.

The Volunteer developing a literacy program to support his primary project would probably find the specific literacy approach most appropriate.

Feasibility Questions

Some of the feasibility questions raised in the Handbook and discussed above also obviously affect the choice of approach and methods: Volunteer skills and time available, who wants to read and why, and the extent of community support. A PCV trained to teach reading might design a whole first level curriculum and instructional texts, whereas a PCV with no such training might focus on the more limited goals of specific literacy or language experience.

The PCV's limited time of service also points toward specific literacy or language experience, unless he is part of an ongoing program. If prospective learners have strong commonalities in literacy needs and motivation, specific literacy may be indicated. Strong community support points toward a comprehensive, long-term approach like Freire's.

Cultural Factors

There are also cultural factors to be considered, the foremost of which is language. Earlier we discussed how various aspects of multi-language situations affect literacy instruction. Specific literacy was mentioned as one feasible approach when instruction has to be in a second language. In the case of oral second language instruction with literacy teaching secondary, none of the three approaches for selecting content could be used. Words and sentences used for reading instruction would best be selected from the content of the oral instruction. The language experience approach would not work well in a second language at beginning levels of oral skill, but is appropriate at intermediate and advanced levels.

Another cultural factor to consider is the type of local indigenous teaching methods. For example, many traditional local methods begin with the alphabet--the name, sound, and symbol for each letter in the proper order, as in Koranic schools. In such an environment, you may have to teach the whole alphabet sooner than you think best.

Whether prospective students are rural or urban, men or women, predominantly teenagers or middle-aged certainly will affect the choice of content and to some extent methods. Older, more conservative, rural students will not be as open to a lot of new, participatory methods as urban youth. Peasants are accustomed to a slower pace of life than urban dwellers, and their progress in learning will probably be slower.

Political Climate

The political climate will affect the choice of content and approach, especially in a regional or national program under government sponsorship. In some countries with conservative governments, even mentioning Paulo Freire or the psychosocial method is controversial. (Freire himself tells how the Duvalier government in Haiti packed him off on another plane as soon as he had landed at Port au Prince a few years ago.) However, Freire's philosophy and methodology are a major influence in many countries where some of his revolutionary-sounding rhetoric is not welcome. Volunteers should be aware of terms which are "red flags" to the local power structure and avoid using them.

Available Resources

Available resources--financial, human, and institutional--also affect the choice of approaches and methods. Again, it is important to emphasize the advisability of using and/or adapting teaching materials which already exist, even if they

are not ideal. Working with existing materials and programs instead of going off and doing your own thing helps ensure that your work will be incorporated into something ongoing that will not disappear when you do.

The abilities, attitudes, and educational level of your colleagues in literacy must not be overlooked. Prospective teachers with limited education and self-confidence will not be able to master a wide range of teaching techniques, especially those that are unfamiliar, such as language experience. They will feel more comfortable with simple, step-by-step formulas for teaching the various skills which are repeated in each class session.

Labor-intensive ways of doing things may work better, since human resources usually are more abundant than financial resources in the Third World. For example, you may find that it is more feasible to have artists already employed by your agency to illustrate texts than to use photographs when film is expensive, cameras need repairs, and there is no money to buy darkroom chemicals.

Limited financial resources might point toward a program with a shorter period of instruction, such as specific literacy, or one where materials are improvised, such as language experience.

Part II: GUIDE TO TEACHING METHODS

INTRODUCTION

This part of the Guide will show how a curriculum for each of the three recommended approaches to literacy teaching might be developed in a specific situation. Along with these curricula you will find it helpful to review the chapter on Curriculum in the Handbook (pp. 67-81).

Each curriculum includes goals and objectives, learning activities, and sample lesson plans. Each has somewhat different emphases, responding to differences in the three approaches.

This is a good place to emphasize the importance of meaningful curriculum objectives, that is, those which describe action the learners will be able to accomplish at the end of the program. As pointed out in the Handbook (pp. 68-69), the language used to describe the action should be specific and the action should be measurable. Objectives written this way are called "behavioral objectives," and are essential in any type of curriculum.

The first curriculum--specific literacy--deals only with reading, writing, and using numbers, or numeracy. The focus is on numeracy for two reasons:

--Numeracy was the specific work-related need pinpointed in the survey described by Anzalone and McLaughlin.

--Numeracy is taking a place of equal importance to literacy in skills necessary for work and earning a living.

This curriculum can be supplemented with additional techniques and activities from your local primary school math curriculum.

In the second and third curricula the language of instruction is Spanish. English is not used because its word structure and spelling are not typical of most languages in which Volunteers work, and many of the methods used in teaching beginning reading in English are not relevant to other languages. Spanish is spelled regularly, has a syllabic structure, and can be utilized with teaching methods applicable to many other languages. It also happens to be the language in which I have worked most.

The third curriculum, the modified Freire, which is designed for a complete regional or national program, includes detailed reading skill objectives and learning activities for

three levels of literacy which are applicable to any literacy program. The summary of linguistic content for Spanish illustrates the background necessary for teaching reading in any language. The subject matter, or semantic content, is specific to the country in which this curriculum was created, but it illustrates general content areas appropriate for rural people.

The second curriculum--language experience--uses a different initial approach and techniques, but utilizes the same reading objectives, many of the same learning activities, and the same linguistic content.

Chapter 3: A SPECIFIC LITERACY CURRICULUM

Introduction

To illustrate how the specific literacy approach might be developed, we will look at the situation of the vegetable retailers in The Gambia described by Anzalone and McLaughlin (pp. 30-32). The survey found that women selling in the market were losing money because they could not accurately make change, determine unit prices, and add or multiply to arrive at a total price. The "literacy gap" most crucial to their livelihood was really a "numeracy gap." A curriculum design for an instructional program of two to three months to fill that specific gap is suggested below.

If a specific literacy survey identifies words and sentences to be taught, the techniques used in Levels One and Two instruction of either of the other two curricula would be appropriate. Only the process of identifying these words and sentences is different.

Overall Objectives

1. Learners will be able to calculate the total price of typical quantities of the produce they sell by adding and/or multiplying with pencil and paper.

2. Students will be able to make change for amounts under D. 100.00.

3. Students will be able to calculate unit prices, dividing the overall cost of basketloads of vegetables by the number of items in the basket.

Scope and Sequence of Math Skills

1. Students will recognize and write the numbers 1-9.

2. Students will be able to add, subtract, multiply, and divide the numbers 1-9 in written form.

3. Students will use and respond accurately to the symbols for the four operations: add, subtract, multiply, and divide.

4. Students will identify and write the numbers 10 to 100.

5. Students will be able to count by ten's to 100.

6. Students will be able to perform the four operations with numbers up to 100.

7. Students will be able to translate amounts of local currency into written numbers with decimals, identifying bills and coins with the numbers they write.

8. Students will be able to add, subtract, multiply, and divide numbers with decimals representing local currency.

Comments on Learning Activities

1. The math skills emphasize reading and writing numbers (digits only, not words), since most adults can perform many math operations in their heads. Identifying those abilities will be a first step in instruction.

2. It is more effective to teach all four operations with the numbers 1-9 before moving on to the concept of ten and over, because students will be better able to see the relationships between the four operations. Subtracting is the opposite of adding; multiplying is a quicker form of adding the same number repeatedly; dividing is the reverse of multiplying, and so on.

3. The use of decimals is essential to math operations in a currency that uses the decimal system. However it is not necessary in this curriculum to get into any complicated explanation of the decimal system, relating it to fractions and percentages. It probably is sufficient to point out that numbers representing bills go on the left side of the period (point, full-stop, or whatever it is called locally) and numbers representing coins go on the right side, with a zero in front of single digits (.03). Also, students must learn that decimals being added or subtracted have to stay in a straight line, and other mechanical aspects of multiplying and dividing numbers with decimals.

   In many French- and Spanish-speaking countries the use of commas and periods in writing numbers with decimals is the reverse of the style in English-speaking countries: 1,908.76 (English) becomes 1.908,76 (French or Spanish).

4. It is a good idea to find and look over the outline for teaching arithmetic in the local primary schools, in order to find out if there are any drastic differences in terminology and ways of doing things from the way Americans are taught. For example, in Latin America, the method of doing long division is different from and more complicated than the U.S. system, but it has to be taught.

Sample Lesson Plans

Lesson One

1. Objectives

   --Students will demonstrate orally their counting and calculating abilities.

   --Students will be able to read and write the numbers 1-9.

2. Materials: Students' work sheets (pp. 61-64), pencils and notebooks, chalkboard and chalk (or large sheets of paper and markers), a variety of local objects to be counted.

3. Procedures

   --Ask the students to count the number of persons in the room, pencils, notebooks, windows, chairs, pages in their notebooks, and so on.

   --Present orally problems from daily life involving calculations of small numbers. Following are several examples using the four operations.

   (1) Binta has ten heads of lettuce in one basket and 24 in another. How many does she have all together?

   (2) Fatou has 25 oranges to sell, but four are rotten. How many good oranges does she have?

   (3) Salimata's hens lay five eggs every day. How many do they lay in seven days?

   (4) A basket of 30 mangoes costs D.3. How much does one mango cost?

   --Using groups of objects as illustrations of amounts, write the numbers 1-9 on the chalkboard in a vertical line. Have the class count with you each set of objects, then write the number of the board. After you have written the digits 1-4 on the board, ask the group to read the numbers aloud together. Ask for volunteers to read the numbers. Point to various numbers and ask the class to say the numbers together. Ask individuals to name the numbers as you point to them. Continue counting objects and writing the numbers on the board until you reach 9.

--Guide the students in carrying out Exercises 1-4 in the worksheets. (pp. 61-64)

Exercise 1: Students count the objects, then read the number to the right. Lead the class in doing this exercise together orally. Then ask individual students how many carrots there are, how many beans, and so on. Demonstrate on the blackboard how the arrows show which way the pencil moves when making each number. Show students how to mark over the dotted lines to make the numbers.

Exercise 2: Students count the objects and write each number four times.

Exercise 3: Do this exercise with the whole class orally at first, asking students to fill in the missing numbers. Then they can write in the missing numbers.

Exercise 4: This exercise can be done at home, if there is not time in class. It provides more practice in writing numbers.

Lesson Two

1. Objectives: students will be able to add written numbers 1-9 and identify the addition sign (+).

2. Materials: Students' texts or worksheets with two example sheets and exercises 5-7 (pp. 65-70), pencils and notebooks, blackboard or newsprint sheets, several local fruits or vegetables.

3. Procedures:

--Review oral addition skills by putting three pieces of fruit in one pile and five in another and asking students to tell the total. Write the operation on the board in two ways:

$$3 + 5 = 8 \qquad \begin{array}{r} 3 \\ +\ 5 \\ \hline 8 \end{array}$$

--Explain the meaning of the plus and equals signs. Repeat this procedure with other numbers, but none should total more than 9.

--Ask the students to look at the first example sheet and count the horses in each block. Explain that the numbers below represent the horses and show what results when we add 2 and 1. Repeat with the second example sheet.

--Ask the students to look at the first block in Exercise 5, count the objects, then add them. Do the same with the second block, telling the students to write the total on the line under the banana. Work through the next three blocks orally with the class; then let students do the remaining five sums independently.

--Put the example from Exercise 6 on the blackboard without the sum and ask students for the answer. Show the correct place to put the sum. Work orally through the first line of problems, students giving the answer, then writing it in the correct position. Have the students do the remaining sums independently, as you move around the group to review their work.

--In Exercises 7, show students how the line connects the problem with the correct answer. Do all of this exercise orally first, then let students work alone to draw the connecting lines.

Lesson Three

1. Objectives: Students will be able to subtract numbers 1-9, using pencil and paper, and identify the minus sign (-).

2. Materials: Students' worksheets with one example sheet and exercises 8-10 (pp. 71-75), pencils and notebooks, blackboard, several vegetables and/or pieces of fruit, nine one-dalasi bills and nine butut coins.

3. Procedures:

--Review the previous lesson, demonstrating addition of numbers from 1-9 with objects and with bills and coins, then writing each operation on the blackboard.

--Use fruit or vegetables to illustrate subtraction: If you have four bananas and eat one, how many are left? If you buy eight potatoes and cook three for dinner, how many will you have for tomorrow? Write each operation on the blackboard. Repeat using bills, then coins (but not both at the same time): If you have eight dalasi and spent three, how many are left?

--In Exercise 8, ask students what is happening in the first line of pictures. Explain that the numbers represent what is happening, which in each case is subtraction. Point out the minus sign and explain that it means to take away. Do the subtractions orally, then let students write the answers on the blank line.

--Demonstrate the first problem of Exercise 9 on the blackboard, then work through the rest of the exercises orally. Then students will work independently to write the answers.

--In Exercise 10, explain that the line connects the problem with the correct answer. Work orally, asking students first to think of the answer to each problem, then look for it in the column of numbers on the right. After the oral work, students can work alone and connect problems with correct answers.

Chapter 4: A LANGUAGE EXPERIENCE CURRICULUM

Introduction

To illustrate a language experience curriculum, we will move from West Africa to Central America and imagine a Peace Corps Volunteer working in a small rural village. Two neighbors have asked him to teach them to read and write and promised to round up three more students. For background information he would draw primarily on the following Litpak items: all of Gunter; Colvin and Root, pp. 17-25, and Gudschinsky, pp. 150-152 and 164-168.

Goals and Objectives

Overall goals

These are determined by each student's own purposes in wanting to read and write. As indicated in the lesson plan, adults should be asked to share these purposes during the first class session.

Reading skill objectives

The objectives for reading skills in the modified Freire Curriculum (pp. 40-42) are appropriate for this curriculum, since they are general and quite comprehensive. On the basis of each individual's goals, you should determine what level of reading skill each person should aim for and what specific objectives at each level. Since this is an individualized approach, the five students probably could reach Level Three before the end of your two years of service. This is assuming five hours of instruction a week for 80 weeks, a total of some 400 class hours.

Linguistic content

The description of the linguistic elements of Spanish in the Freire curriculum (pp. 42-44) is necessary in this curriculum also. If you are using this approach in another language you should be familiar with the basic linguistic elements of that language.

Learning Activities

Most of the exercises and procedures described in the Freire curriculum can also be utilized for the language experience approach. For the sake of variety, a different methodology for the word analysis process of Level One is presented here. However, the Freire procedures for word analysis and synthesis could just as easily be adapted for

language experience. Where this latter system is used locally, it would be better to use it.

Sample Lesson Plans

Lesson One

1. Objectives

   --Students will be able to explain the differences between communicating with spoken words and written words.

   --Students will be able to give specific reasons as to why they want to learn to read and write.

   --Students will be able to read and write the one word each selects as his.

2. Materials: a chalkboard or a number of large sheets of newsprint, notebooks and pencils for each adult.

3. Procedures

   --Lead an informal discussion with the group on reading and writing as communication. Ask,"How do people communicate when they talk?" (With words, tone of voice, loudness, emphasis, facial expression, gestures, etc.) "What parts of the body do we use to speak and understand words?" (Mouth, throat, tongue, lips, voice box, ears.) "What do we use when we communicate with written words?" (Eyes and hands, paper, pen, pencil, typewriter, chalkboard, mimeograph, printing press for books and newspapers, and so on.) Point out that reading is just communicating with written words instead of spoken words.

   --Explain that in this class we are going to learn to read first the words we speak and understand--our own words. Each student will decide which words to learn to read first.

   --Ask the students to tell what sorts of things they want to learn to read and write. Let them speak voluntarily, but encourage everyone to talk. This process will lead to the next step--to think of the first word they want to read.

   --Give them a few minutes to think of "their" word and then ask them to tell the group what it is. As each student says his word, write it on the board or newsprint in block letters. (Review how to write block, or manuscript letters in Kuy and Thomas, p. 99, or Colvin and

Root, p. 16). Write the words in a list, one under the other.

--After each word is written, talk about it. Ask the "owner" why it is important, why he likes it or does not like it, what it means.

--After the discussion of each word, compose a brief sentence using the word with the owner's help and write it to the left of the word. (Remember that because this is an English document, all foreign words are underlined; but this does not mean that you should underline them.)

agua	En esta comunidad necesitamos más agua.
(water)	(In this community we need more water.)

--After each word is discussed, write it on a 4x6 card or piece of paper in large letters and give it to its owner. Ask him to observe it carefully and compare it with the word on the board.

--Read the word, then the sentence, moving a finger smoothly below the words to indicate reading from left to right. Point to both occurrences of agua and say, "This is the word agua." Ask the group to read with you the word, then the sentence. Repeat several times. Ask the owner of the word to match his word on the card to the same one on the chalkboard. Repeat this process with each word.

--Now you will have on the board or newsprint words and sentences such as the following. (Not the English translation or the underlining, of course.)

agua	En esta comunidad necesitamos más agua.
(water)	(We need more water.)
dinero	Quisiera ganar más dinero.
(money)	(I would like to earn more money.)
casa	Mi casa es pequeña.
(house)	(My house is little.)
préstamo	Espero conseguir un préstamo.
(loan)	(I hope to obtain a loan.)
medicina	La clínica no tiene medicina.
(medicine)	(The clinic has no medicine.)

--A lot of social awareness can result from discussing such words. Ask questions such as: "What do you do to get a loan?" "Where do you get a loan?" "How much interest

do you have to pay?" "Why is there no medicine in the clinic?" "How can we get more water?"

--Now give the students 10-15 minutes to practice writing their words, just the word, not the whole sentence at this point. You may need to write each word at the top of the page in each person's notebook and explain again how each letter is formed.

--Review the words taught by asking each student to hold his word under the same word on the chalkboard. Another way to review the words is to write the five words in two lists on the board, the second list in a different order from the first:

dinero	préstamo
agua	casa
casa	medicina
préstamo	dinero
medicina	agua

Ask a student to read the first word, then find it in the second column and connect the two with a line. Do this with each word.

--Be sure to make your own copy of the words and sentences. You will use them in future lessons. Also jot down as much as possible of the discussion around each word.

Lesson Two

1. Preparation

   Review your notes on the group's discussion of the key words. To teach the next step, word analysis, select one of the words which is short and has simple syllables. That is, all syllables are the same pattern, consonant-vowel (CV), each sound is represented by one letter, and there are no diphthongs. Dinero meets these criteria.

2. Objectives: Students will be able to read and write the syllables of dinero and combine them to make new words.

3. Materials: same as for lesson one.

4. Procedures

--Ask who wants to write his word on the board. Encourage each student to write, but if some do not want to, write it for them after they repeat what it is. Review the discussion of each word by asking, "Why did you select this word? Why is it important?"

--Explain that today the group is going to begin to learn the parts of their words, how to take the words apart, and use the parts to make new words. Write the word, dinero, on the board and say, "Let's begin with dinero. If we say it slowly, we can hear three parts." Ask the class to say it slowly and hear the three parts, di, ne, and ro. Under the word written as a whole, write the three parts:

dinero
di ne ro

Point to the first syllable. "This part says di." Point to the second syllable. "This part says ne." Point to the third syllable. "This part says ro."

--Write i below di and e below ne and o below ro:

dinero
di ne ro
i e o

Point to the i and say, "This part says i." Point to the e and say, "This part says e." Point to the o and say "This part says o."

--Ask the group to read the various parts and the whole word as you point to them. Then erase the board.

--Following Gudschinsky's example on page 165, what you say in the exercise below is in the left hand column and what the chalkboard looks like is on the right.

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(1) Write i on the board and ask, "What does this say?" Students respond.

i

(2) Write di below i and ask, "What does this say?" Students respond.

i
di

(3) Write an e alongside and ask, "What does this say?"	i e di
(4) Write ne below the second e and ask, "What does this say?"	i e di ne
(5) Write o alongside the e and ask, "What does this say?"	i e o di ne
(6) Write ro below the o and ask, "What does this say?"	i e o di ne ro
(7) Now you can make new syllables by putting the vowels with different consonants. Write ni below di and ask what it says.	i e o di ne ro ni
(8) Write de and do below ne and ro and ask what they say.	i e o di ne ro ni de do
(9) Now point to the three syllables of dinero, one at a time, and ask the group to read each part, first slowly, then together. Write dinero below the syllables.	i e o di ne ro ni de do dinero
(10) Point to de and do and ask the group to read these two parts, first slowly, then together. This makes dedo (finger). Congratulate the students, telling them they have made a new word out of the parts of dinero. Do the same with ni and do, which together make nido (nest).	i e o di ne ro ni de do dinero dedo nido

--Ask the group to write dinero, dedo, and nido in their notebooks. Write each word again slowly on the board, explaining again how to make each letter. Have the students write each letter after you write it. After they have written each word several times, ask them to practice writing the parts of each word. First point to the syllables on the board, then dictate syllables to be written. Review their work.

Lesson Three and Following Lessons

1. More Work with Dinero

--One more level of syllables can be made with the sounds of dinero, and several additional words can be created. This was not done in the previous lesson to avoid introducing too many new elements at one time. Review that lesson by writing on the board the syllables and words of Step (10); then erase the three words at the bottom--dinero, dedo, and nido. Add the new level of syllables--ri, re, and no--so that what you have on the board appears as below:

i	e	o
di	ne	ro
ni	de	do
ri	re	no

--Ask the group what new words they can make with these syllables. Some possibilities are río (river), reo (criminal), oro (gold), iré, (I will go), and many more.

2. Teaching a Second Word

--The next word to teach would be casa. It is short and simple--shorter than dinero. The reason it was not the first word taught is that the only way to make a new word from the syllables of casa is to reverse the two syllables and make saca (take out). Some literacy experts have found that reversing the syllables of the first word taught for some reason is very confusing to adult illiterates. So we will avoid that possible problem and make casa the second word.

(Agua is another short and simple word except for the diphthong, ua, which will be easier after all five single vowels are taught.)

--Teaching the parts of casa would be done in much the same way as dinero. Write casa on the chalkboard and ask who can read it. Ask the group to say it slowly to hear

the two parts. Under the word written as a whole write the two parts; then write the vowel of each syllable:

casa
ca sa
a a

--Now concentrate on one new syllable at a time, comparing it with the syllables learned previously. Thus, when teaching the first syllable, ca, you would compare it with ro, as in steps (1) - (6). At step (6) your chalkboard would look like this:

a	o
ca	ro
ra	co

--With these syllables you can show the group how to make new words, as in steps (7) and (8) above. Possible new words are roca (rock), cara (face), aro (hoop), and Cora, a proper name, which will allow you to explain capital letters and demonstrate making C and c.

--In the next step compare sa and ro in the same way. Add the syllables with s so that the table of syllables looks like this:

a	o
ca	ro
ra	co
sa	so

--Now more new words are possible: rosa (rose), oso (bear), saco (bag), and others the group can suggest.

--Compare ca and then sa in the same way with the other two syllables of dinero, di and ne. These steps will allow you to show how a different vowel changes the sound of c, which has the sound of /s/ before i and e.

--You may not finish all these steps in one lesson. When you do, you will have a bank of 20 syllables derived from the sounds of just the two words with which the group can make new words.

--So that the students whose words are not being used in these class sessions do not feel left out, you can ask them to look for the syllables being taught in their own words. For example, a is found in all of the other three words, though in different syllables, and di and ci are parts of medicina.

3. Making and Using Sentences

--After the group has made several new words with the syllables taught, show them how to make short sentences. This is a good time to teach the use of a period to end a sentence.

--When all five words the group selected have been taught, you can go back to the sentences made during the discussion in the first session and teach them. By that time the group will have learned nearly all of the sounds they contain and with some help should be able to sound out new words.

--Now do some word recognition and comprehension drills with the five sentences. For example, write a sentence on the board, say one word, and ask who can underline or point to that word. Write a sentence with a word missing and ask the group to supply it. Write a sentence with the words mixed up and ask the group to put them in the right order. There are additional activities in the Level Two exercises for reading skills in the modified Freire curriculum (pp. 44-47).

3. Later Activities

--After the group has mastered the original set of words and sentences, they will have learned to read and write all of the vowels, several diphthongs, 12 of the 21 commonly used consonants, two consonant clusters, several capital letters and the use of the period to end a sentence. In addition to the CV syllable pattern (consonant-vowel), be ready to teach the other patterns such as CVC and VC as they appear.

--Now you can ask the group for a second round of words and sentences. Use the procedures described above to teach these new words and sentences. Many of the new words will have familiar syllables, and the analysis process can be shortened. Probably this second round of words and sentences will provide for teaching the rest of the consonant sounds, consonant clusters (or blends), and most diphthongs.

--By this time you will be able to use more exercises and activities from Levels Two and Three in the modified Freire curriculum (pp. 44-47), selecting them to contribute toward the various goals of each member of the group. You will also find ideas for learning activities in the Handbook, Kuy and Thomas, Colvin and Root, Gudschinsky, and Gunter.

Chapter 5: MODIFIED FREIRE CURRICULUM

Introduction

This is the type of curriculum that could be developed for a national or regional instructional program based on the Freire approach with the goal of producing independent readers. It is adapted from a three-year national program developed by the Ministry of Education in Honduras in 1983-85. It does not strictly follow the Freire process of developing curriculum and instruction (See Handbook, (pp. 23-24), but it does use generative words which encourage discussion of community problems and action to solve them and which are then used to teach the reading process. In Honduras the generative words were selected on the basis of the needs, interests, and goals of the target population, as understood by a team of adult educators with long experience working with rural people.

Political considerations also affected these choices, but are eliminated in the content outline below. Choice of generative, or key, words was also affected by the need to cover all, or almost all, of the sounds and syllable patterns of Spanish with 16-18 words. The Honduras program includes numeracy, which is omitted here for space considerations and because the specific literacy curriculum provides material on teaching numeracy.

General Goals and Objectives

These are goals which the Hondurans developed for the whole program of three levels, extending over three periods of five months each.

Overall goal

Contribute by means of literacy to the consolidation of democracy in the republic of Honduras.

Objectives

1. Stimulate the full participation of the beneficiaries of the Literacy Plan in the economic and social development of the country, to be indicated by:

   --their continued participation in adult education programs.

   --better management of cooperatives and other small enterprises.

   --incorporation of women in economic life.

--higher living standards.

--better participation in health education projects.

--adoption of practices to conserve soils and protect forests.

--use of new technologies appropriate to their conditions.

--more and better participation in community improvement organizations and cooperatives.

2. Raise the educational level of the illiterate population of the target region, so that 80 percent of those identified as illiterate at the end of three levels of instruction will be able to:

--read with understanding common written materials such as available newspapers and periodicals, labels on medicine, a bill of sale, instructions for the use of agricultural chemicals.

--write in a legible manner any brief message they would be able to speak.

--solve mathematics problems related to everyday needs.

Specific Objectives for Reading Skills

Level One

At the end of five months of instruction--with approximately 115 class hours devoted to reading--students will be able to do the following:

1. Read and write the 16 key words and all the syllables included in these words and at least 150 of the 200 common words used in the primer.

2. Be able to give orally and in writing the "syllable families" of all the key words.

3. Write all the letters of the alphabet (using block letters) in both capitals and small letters; pronounce each letter correctly, vowels individually and consonants when combined with any of the five vowels or common diphthongs.

4. Combine known syllables to make new words and write those words.

5. Make sentences with known words and write those sentences. Write from dictation known words and short sentences.

6. Interpret and use correctly periods and commas.

7. Attack new words by sounding out the syllables.

8. Demonstrate factual comprehension of sentences and short paragraphs.

9. Read and write regular plural forms, -s and -es, and common contractions, including al from a plus el and del from de plus el.

Level Two

The Hondurans call this second period of five months' instruction afianzamiento from the verb meaning to support, hold fast to, or to assure. Its primary purpose is to practice and refine word attack and writing skills taught in the first level and expand sight vocabulary and comprehension. At the end of afianzamiento students will be able to accomplish the following:

1. Identify common word endings, such as -dad, -ción, -miento, and -mente.

2. Read and write irregular plurals and diminutives.

3. Interpret and use correctly additional marks of punctuation: exclamation points, acute accent (´), colon, and semi-colon. Use capital letters when required.

4. Read and write cursive as well as manuscript letters. (Manuscript means block or printed letters, while cursive means connected handwriting. (See Kuy and Thomas, p. 99, or Colvin and Root, p. 16, for examples of the alphabet in manuscript letters.)

5. Read, write, and use in sentences 300 new words introduced in the students' text.

6. Demonstrate factual comprehension after reading short paragraphs which contain vocabulary taught in the text.

7. Find specific details in a paragraph. Explain the main idea of a paragraph or brief reading.

8. Follow written directions.

9. Suggest local applications of ideas and facts gained from reading.

10. Make three or four practical uses of reading and writing skills: (a) read and prepare a simple receipt, (b) read a retail bill of sale, (c) fill out an application for the national ID card, (d) read instructions on a seed packet or bag of pesticide, (e) read a short handwritten message from a teacher or public health nurse and write an answer, or (f) prepare a telegram.

Level Three

This level, providing for another five months of instruction, is called consolidation or integrated literacy. It focuses not only on improving reading comprehension and expanding sight vocabulary, but also on more fluent and creative reading and writing. During this period adults will acquire the following additional abilities:

1. Read and write 500 of the new words used in the text.

2. Read and write common abbreviations and compound words.

3. Demonstrate a knowledge of the names of all Spanish letters and their order in the alphabet. (Alphabetic order may not be necessary, but students should be aware of its existence and use in dictionaries and telephone directories.)

4. Demonstrate an understanding of the most common grammatical terms: noun, pronoun, verb, verb tenses, gender, possessives.

5. Be able to recognize and construct a complete sentence.

6. Make interpretations and inferences from short readings.

7. Separate proven facts from opinions.

8. Reach conclusions and generalize on the basis of information read.

9. Recognize and write abbreviations.

Linguistic Content

Summarizing the basic linguistic content of a language will facilitate selecting key words and themes to be taught, as well as teaching reading skills. Gudschinsky (page 83) describes this basic linguistic content as the all the significant sounds of a language and the symbols (or letters) which represent them, including symbols for stress, tone,

length, and nasalization; the various patterns in which the symbols can occur, and common function words ("functors"). For Latin American Spanish, this content includes the following:

Sounds and Symbols

1. Five vowels which are always represented by the same letter and which vary little, if any, in their sound: a, e, i, o, u. Twenty vowel combinations, or diphthongs, including ia, ie, io, iu, ui, ue, ua, uo, ea, ei, eu, eo, oi, oe, ou, oa, ae, au, ai, ao.

2. The following consonant symbols, some of which vary in the sound represented or overlap with another symbol:

   b and v, which represent the same sound;

   c, which is /k/ before a, o, and u, and /s/ before i and e;

   ch; d; f;

   g, which is /h/ before i and e and "hard" /g/ before o, a, and u;

   h, which is silent;

   j, which is /h/ and overlaps with g;

   k, used only in foreign words;

   l; ll, and y, which have the same sound in Latin America;

   n; ñ; q; r; rr;

   s and z which have the same sound with a very few exceptions;

   t; w; x.

3. Common consonant clusters, or blends: pr, tr, cr, gr, fr, br, pr, cl, gl, bl, pl, tl.

Patterns in Which Sounds Occur

--All consonants can occur in open syllables (consonant-vowel, or CV) and before any vowel. One exception is g, which can occur only before u.

--Consonants which can also occur at the end of closed syllables (consonant-vowel-consonant, CVC) are the following: c, d, r, s, m, n, z, l.

--Any of the five vowels can end a word. Consonant blends occur only at the beginning of words or syllables.

Common Function Words

In Spanish these include:

--pronouns in subject, object, and possessive forms;

--articles in masculine, feminine, singular, and plural forms;

--common conjunctions;

--common prepositions;

--auxiliary verbs.

Learning Activities

Level One

The set of procedures used for teaching reading through analysis and synthesis of key words is described step by step in the sample lesson plans for this curriculum. Instructors with limited education will prefer using such a set pattern for each class session over and over, especially at first. Students also will be more comfortable with such repetition.

After two or three months, a few new techniques can be introduced to instructors at monthly in-service meetings. Some of the techniques for teaching recognition and writing of words and syllables from Level Two can be used for review and reinforcement at Level One.

Levels Two and Three

1. Exercises for Word Analysis and Syllable Recognition.

--Fill in missing syllables in known words. The instructor writes the word on the blackboard, has students read it, then erases one syllable and asks students to say the syllable that is missing. Another variation is to write the word with a missing syllable on the board and to the right a list of the "syllable family," as follows: Students select the correct syllable.

a___do	ri ro ru ra re

--Use syllable cards to make new words. Teacher or students write known syllables on cards or slips of paper. Class divides into groups of two or three persons, each group with the syllables of two or three words. The task is to put syllables into proper order to make words. As students advance, they can deal with more syllables at a time.

--Additional word analysis exercises are: (a) filling in missing letters, as described by Kuy and Thomas, p. 12, and (b) the game of "letter dice," described in the Handbook, pp. 130-131.

2. Exercises for Word Recognition and Comprehension

--Instructor writes a generative sentence on the chalkboard, then writes one word from the sentence to the right, and asks someone to point out that word in the sentence. The word could also be written on a card and a student asked to match it to the same word in the sentence.

--Filling in blanks in sentences, of course, is a time-proven technique which can be done with the whole class, using the chalkboard as above, or individually with student workbooks or sheets. (See Kuy and Thomas, pp.38, 39, and the sample Level Two lessons, p. 88-92, Appendix B.)

--Students connect with a line the same words in two lists:

arado	trabajo
facilita	campo
trabajo	arado
campo	facilita

--Students put the words of a sentence in the correct order. The disordered sentence can be written on the chalkboard or on worksheets. Another way to do this is to write the words of a sentence on separate cards and let groups of two or three students put the words in correct order.

--Word "bingo" provides more practice (Handbook, p. 129). It can be played exactly like regular bingo, with each adult making her own "card" by marking a notebook page

into nine squares and writing a word in each. The teacher should list the words to be written on the chalkboard and tell the students to write them in random order in the squares.

--Dictation is another way to drill syllables, words, phrases, and sentences. This may be important where dictation is used a great deal in local schools.

3. Exercises for Factual Comprehension

--Adults select words from a list to fill in blanks in a paragraph (Kuy and Thomas, p. 43)

--Students connect phrases in a list with those in another list to the right to complete sentences.

The work of a woman	at home and in the field.
A woman needs	to school.
We will send our children	is important.
A peasant woman works	the help of all the family.

Another variation is to connect a question with the correct answer as in Kuy and Thomas, p. 36.

--Students answer factual questions orally or in writing.

--Students identify pictures by writing a word, phrase, or sentence.

--After reading a short paragraph, students are instructed to: (1) write the sentence they like best, or (2) write the sentence they think is most important.

--Students carry out written instructions. (See Kuy and Thomas, p. 37.)

4. Exercises for Critical and Creative Reading.

--After reading a short text, students are asked to write a sentence that gives the main idea of the reading.

--Students are invited to draw a picture that represents, for example, a developed community, then write under the picture what they would like to see in their community.

--At the end of each unit of study, adults are asked to write the most important thing they have learned.

--Students decide if a list of sentences are true or false, checking "true" or "false" after each one.

--After discussing community or family projects, students write a short paragraph describing what they plan to do or are already doing.

--Students practice writing tasks, such as letters with an addressed envelope, records of expenses, a budget for a garden project, a telegram, a receipt, a list of sayings or proverbs used by older people in the community.

--Students read together brief articles from a newspaper and decide if they agree or disagree with what is written.

--Working together, the class prepares a pamphlet describing a task they have recently learned, such as raising goats, growing a new crop, producing honey by modern methods, silkscreening tee shirts. They draw illustrations for each step of the process.

Semantic Content

Level One

This type of content is summarized in a "generative sentence" for each unit, from which is selected the key word used to teach reading. The generative sentence is the basis for a half hour of discussion at the start of each class session. Background information on the unit theme and a series of questions help the instructor guide the discussion. Sample lesson plans for the first unit include questions to guide the discussion.

Listed below are the generative sentences (with key words underlined) and the behavioral objectives for each of 17 units. Each unit is designed for one week. This provides for 20 weeks of instruction, since the first week is used for pre-reading exercises and organization of the literacy center and the last two weeks for review and evaluation.

Unit One

"El <u>arado</u> facilita el trabajo en el campo."
"The plow makes work in the fields easier.)

At the end of the unit students will be able to:

--list and explain the advantages of using a plow in cultivating land;
--suggest two ways of securing funds necessary to buy a plow and a yoke of oxen.

Unit Two

"La cosecha es el producto de nuestro trabajo."
(The harvest is the product of our labor.)

At the end of the unit students will be able to:

--explain four ways to increase their harvests;

--name four government agencies which can help them produce, store, or sell their crops.

Unit Three

"Mejoremos nuestra comunidad."
(Let's improve our community."

Students will decide on three ways to improve their community and select one for a class project.

Unit Four

"Ayuda a combatir el analfabetismo."
(Help fight illiteracy.)

At the end of the unit students will be able to:

--list three ways the literacy program will benefit their community and country;

--describe how they will use literacy skills to benefit themselves as individuals, their families, and their community.

Unit Five

"Enviemos nuestros hijos a la escuela."
(Let's send our children to school.)

Students will list and discuss reasons why some children do not attend school in their community and be able to explain possible solutions to at least three of the attendance problems.

Unit Six

"Fortalezcamos la unidad de la familia hondureña."
(Let's strengthen the unity of the Honduran family.)

At the end of the unit students will be able to:

--explain five functions or purposes of a family;

--discuss what causes families to break up in their community and the effects of family break-up;

--suggest four possible ways to prevent family break-up.

Unit Seven

"El trabajo de la mujer es muy importante."
(The work of a woman is very important.)

At the end of the unit students will be able to:

--suggest how members of a family can share responsibilities of house work;

--suggest ways to improve current income-producing projects of local women;

--suggest two or three new income-producing projects for local women;

--explain why it is important for all the girls in a family to attend school regularly.

Unit Eight

"Las cooperativas son un medio de organizarnos."
(Cooperatives are one way to organize ourselves.)

At the end of the unit students will be able to:

--list at least five advantages cooperatives offer their members;

--explain four of the seven principles of the cooperative movement.

--explain how to secure help in organizing a cooperative from government agencies.

Unit Nine

"Debemos cuidar la tierra."
(We must take care of the land.)

At the end of the unit students will be able to:

--explain the process of securing land through the government's land reform program.

--explain where land is available for settlement throughout the country and the advantages and disadvantages of three possible sites.

Unit Ten

"Debemos proteger el bosque."
(We should protect the forest.)

At the end of the unit students will be able to:

--list the direct and indirect benefits of nearby forests;

--explain who is the principal enemy of the forests and why;

--list four things to do to avoid forest fires.

Unit Eleven

"Nuestra comunidad necesita servicios básicos."
(Our community needs basic services.)

Students will be able to:

--list the services their community has and those it lacks.

--explain which of the services is most needed.

Unit Twelve

"Los programas del gobierno ayudan nuestra comunidad."
(Government programs help our community.)

Students will be able to:

--name the government agencies which are responsible for providing basic services for the community;

--describe how to secure the most needed service selected the previous week from the agency responsible.

Unit Thirteen

"Bebamos aqua hervida."
(Let's drink boiled water.)

Students will be able to explain why drinking water needs to be boiled and for how long.

Unit Fourteen

"La leche materna es el mejor alimento para el niño."
(Mother's milk is the best food for babies.)

Students will be able to:

--list three benefits of mother's milk.

--describe foods a nursing mother should eat.

Unit Fifteen

"Vamos a sembrar un huerto familiar."
(We are going to plant a family garden.)

Students will be able to:

--explain why their families should eat fruits and vegetables as well as beans, rice, tortillas, eggs, and meat.

--list six vegetables which grow well in their community.

--name two agencies with local promotors who can give advice and help in gardening.

Unit Sixteen

"Una letrina para cada familia protegerá la salud."
(A latrine for every family will protect health.)

Students will be able to explain:

--why latrines are important.

--what agencies can help build latrines in the community.

--how to maintain a latrine.

Unit Seventeen

"Los hondureños elegimos el camino de la democracia."
(We Hondurans choose the way of democracy.)

Students will be able to:

--list five characteristics of a democratic government from the ten discussed.
--discuss their rights as citizens of a democratic government.

--discuss their responsibilities as such citizens.

Levels Two and Three (Summary)

The second and third levels of instruction develop and expand the themes relating to agriculture, community development, family relations, child-rearing, personal and community health, soil and forest conservation, civic responsibilities, patriotism and national pride. This content is dealt with in the second level material primarily through short readings followed by oral and written questions.

The third level encourages more creative thinking, writing, discussion, drawing, and community action. This level also deals with housing and communication problems, recreation, and cultural themes. (See sample lessons from students' texts for these two levels in Appendix B, pp. 92-103.)

Sample Lesson Plans

Introduction

This unit is planned for one week of study with five one-and-a-half-hour class sessions. (A remaining half hour of each class session is devoted to mathematics.) The first half hour is used for discussion centered around the generative theme, as portrayed in the picture and sentence in the attached sheets from the students' text book. Discussion is stimulated by the questions listed at the start of each of the lesson plans below. Then follows an hour of instruction in reading.

Materials needed for each session are students' textbooks, notebooks and pencils, chalkboard, and a large picture of a man plowing, a blow-up of the picture in the students' text if possible. You will find the students' text for this unit in Appendix B (pp. 80-82). Also there are three pre-writing exercises (pp. 77-79), two other units from Level One (pp.83-91), and sample lessons from Levels Two and Three students' texts (pp. 92-103).

Unit One, Lesson One

1. Discussion questions

--What do you see in this picture?

--Do you believe what this man is doing is good? Why?

--Does plowed land produce better crops than land not plowed?

--What tools do you use on your land?

--Do you agree that a plow makes work in the fields easier?

2. Reading instruction

Objectives

Students will be able to read and write the word, arado (plow).

Procedures

--The instructor reads the entire sentence below the picture of the man plowing and explains that this is what is written there. She asks the students to repeat the sentence several times, pointing to each word.

--The instructor writes the word arado on the chalkboard and says, "This is the word arado," moving her hand below the word from left to right.

--Students are asked to read the word several times, first all together, then in small groups, and finally as individuals.

--Instructor writes the word again on the board, slowly, demonstrating how each letter is formed. Asks students to write the word in their notebooks, observing again how she forms each letter.

--While students are writing, the instructor moves around the room, observing each adult and noting any difficulties. She returns to the board and writes the word, arado, again very slowly, pointing out any difficulties observed.

--Students write the word several times more in the notebooks.

--Instructor asks adults to find the word arado in their textbooks and compare it with what they have written.

Lesson Two

1. Discussion questions

--Do you remember what was written under the picture of the man plowing? (Ask other questions reviewing the discussion of the previous session.)
--What are the advantages of using a plow? What are the disadvantages?

--Can a plow be used on all fields, or do some require hand tools? On what kind of fields can you use a plow?

--How much practice does it take to learn to use a plow?

2. Reading instruction

Objectives

Students will be able to divide the word, arado, into three syllables and read and write each syllable.

Procedures

--Instructor writes arado on the chalkboard, commenting that here is the word the group has been discussing, and asks who can read it. Then she asks the group to read it together very slowly, listening carefully. They read it again, clapping hands with each part of the word. Asks how many claps they give. They give three claps: the word has three parts.

--Instructor writes the word again divided into syllables: a ra do. Asks the group to compare the two. Are they the same? Yes, they are the same, but the bottom word is divided into its parts. (Note that hyphens are not used.)

--Instructor invites the group to read the divided word while she points to each part as they say it. Then she asks what the first part says, what the second part says, then the third. Continues drilling the group in reading the parts of arado, taking the syllables in different order and eventually asking individuals to read the syllables.

--Instructor asks the group to find the word arado divided into its parts in their cartillas (textbooks) Asks the group, then individuals, to read the whole word, then various parts.

--Instructor asks the group to write what they have just learned, the word divided into its parts. She writes a on the board and asks them to write it in their notebooks; continues with ra and do. Asks group to compare what they have written with the cartilla, then write the word parts several times more, until they are sure they can write and read each part.

Lesson Three

1. Discussion Questions

--Review previous discussions.

--Do any of you use a plow in your fields?

--What would happen if you had a plow and a pair of oxen?

--What do a pair of oxen and a plow cost?

--Can you use a mule with a plow? Does a mule cost less than a pair of oxen?

2. Reading Instruction

Objectives

Students will be able to read and write the "syllable family" of each part of arado.

Procedures

--Instructor writes the word arado twice on the chalkboard:

arado
a ra do

--Asks group to read first the word as a whole, then each part.

--Instructor explains that each part of the word has a "family" and that today they are going to learn to read and write these three families.

--She introduces the "family" of a by writing on the board:

a e i o u

Says the sound of each letter, then asks the group to read with her. She drills the group on the sound of each letter, varying the order, and moving to individuals.

--Next she introduces the "family" of ra in the same way on the chalkboard below that of a:

ra re ri ro ru

(She will present the vowel sounds with consonants in this same order for the first two or three times to aid the students' memory, but then the order will be varied, so that they will not become dependent on the same order.)

--She drills the "family" of ra as she did that of a.

--Writes the "family" of do below the other two:

do da de di du.

Explains and drills it in the same manner.

--Instructor invites the group to learn to write the "families" they have just learned to read. She writes the family of a slowly, pausing after each letter to demonstrate how to write it and asking the group to write it in their notebooks. She asks that they write each letter several times. Repeats the same procedure with the "families" of ra and do.

--Instructor asks the group to open their cartillas and find what they have just learned to read and write and compare it with what they have written.

--Instructor now dictates to the group syllables in random order and gives time to write them in their notebooks.

Lesson Four

1. Discussion Questions

--Since yesterday has anybody thought any more about buying a plow and oxen or mule?

--Could you borrow the money from a bank?

--Can a cooperative borrow money?

2. Reading Instruction

Objectives

--Students will be able to make new words with the syllable families of arado.

--Students will be able to read and write these new words.

Procedures

--Instructor writes the "families" of arado on the chalkboard in columns:

a	ra	do
i	ri	da
o	ro	di
e	re	du
u	ru	de

--Reviews the sound of each syllable, ask the group, then individuals to read syllables as she points to them in the order written, then random order.

--Reminds group that putting together the first row of syllables makes the word arado. We can make other words by putting together two or more parts. Points to de and do, asking students to read these two parts together, making the word dedo (finger). Makes other words in the same manner: oro (gold), duro (hard), ara (he plows) and the rest listed in the students' text.

--When proper names are made--Eda and Ada, instructor explains that names of people are written with capital letters and demonstrates on the board the two forms of each letter: E and e, A and a.

--Instructor asks group to find the writing exercise with the new words in their textbooks, where the words are written with dots. Directs them to connect the dots, then write each word in the blank.

--Invites volunteers to write various words on the board. Asks the group copy the words in their notebook.

Lesson Five

1. Discussion guide

--Ask group to recall their conclusions about the value of using a plow and the difficulty of obtaining money to buy one.

--Is there anywhere else to borrow money other than from a bank?

--Could this group organize a cooperative in order to get a bank loan?

--What agencies help campesinos organize cooperatives?

2. Reading Instruction

Objectives

--Students will be able to create sentences using the words introduced the previous class session.

--Students will be able to read and write those sentences.

Procedures

--Instructor writes a list of the words formed at the previous session in a column on the left side of the chalkboard (the words on the second page of the first sample lesson). She explains that we can put these words together to make sentences and writes on right side of the board:

Eda duda. (Eda doubts.)

--Reads the sentence and asks group to read with her. Repeats several times. Writes:

Darío ara. (Darío plows.)

--Has the group practice reading this sentence.

--Invites students to write the two sentences in their notebooks, then find them in their textbooks and compare what they have written with the printed sentences. Are they equal?

--Asks the group to make sentences using words from the list. Writes each sentence on the board and leads the group in reading it, then asks them to write it, if there is time.

POSTSCRIPT

Teaching an adult to read and write is a personal relationship, and so this Guide has been written on a personal level. At the beginning the purpose of Litpak was described as enabling Peace Corps Volunteers to make a contribution to the education of the illiterate people with whom they work. Along with that purpose go some personal hopes for the Volunteers who use these materials:

--That, having surveyed the technical information and been warned of the size and difficulty of the work to be accomplished and the pitfalls along the way, you will find the role in which you can work most effectively in adult literacy efforts.

--That you will have the personal satisfaction of seeing individuals acquire and use the tools of literacy and numeracy to better their lives:

--parents who can help their children with school work,
--women who can write letters to their husbands working in other countries,
--street vendors who can make change and keep track of expenses and income.

--That your efforts will result in more effective literacy programs, better trained teachers, more adult textbooks and easy-to-read booklets and periodicals, greater local capacity to deal with community problems.

Beyond the personal level is a hope that literacy efforts by enough PCVs will contribute to revitalizing and expanding adult education programs in many Third World countries. In recent years there have been many calls for the elimination of illiteracy by the year 2000--from the ministers of education of Africa and Latin America, UNESCO, the International Women's Year Conference, the International Council for Adult Education, and others. The World Bank has declared that it is financially possible to provide functional literacy or other basic education programs for all illiterates in the 15 - 44 age group by the end of this century.

What will be the contribution of Peace Corps to the realization of this hope? You may have a piece of the answer.

APPENDIX A

Sample Students' Worksheets, Specific Literacy Curriculum

EXERCISE 1

1 1 1 1 1

2 2 2 2 2

3 3 3 3 3

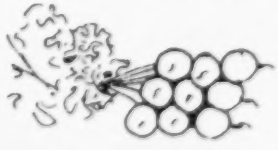
4 4 4 4 4

5 5 5 5 5

6 6 6 6 6

7 7 7 7 7

8 8 8 8 8



9 9 9 9 9

EXERCISE 2

1 ___ ___ ___ ___ ___

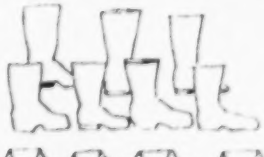
2 ___ ___ ___ ___ ___

3 ___ ___ ___ ___ ___

4 ___ ___ ___ ___ ___

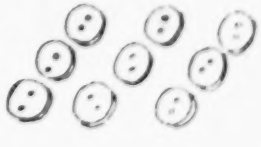
5 ___ ___ ___ ___ ___

6 ___ ___ ___ ___ ___



7 ___ ___ ___ ___ ___

8 ___ ___ ___ ___ ___



9 ___ ___ ___ ___ ___

EXERCISE 3

1 3 5 7 9

2 4 6 8

1 2 4 5 7 8

3 6 9

1 5 9

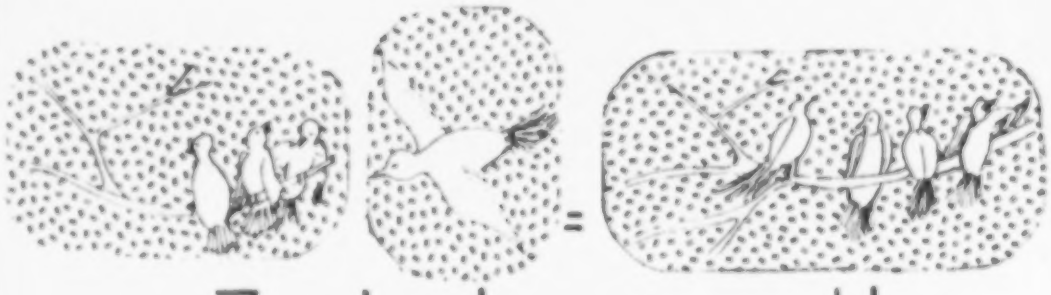
1 6

1

EXERCISE 4

1 2 3 4 5 6 7 8 9

EXAMPLE

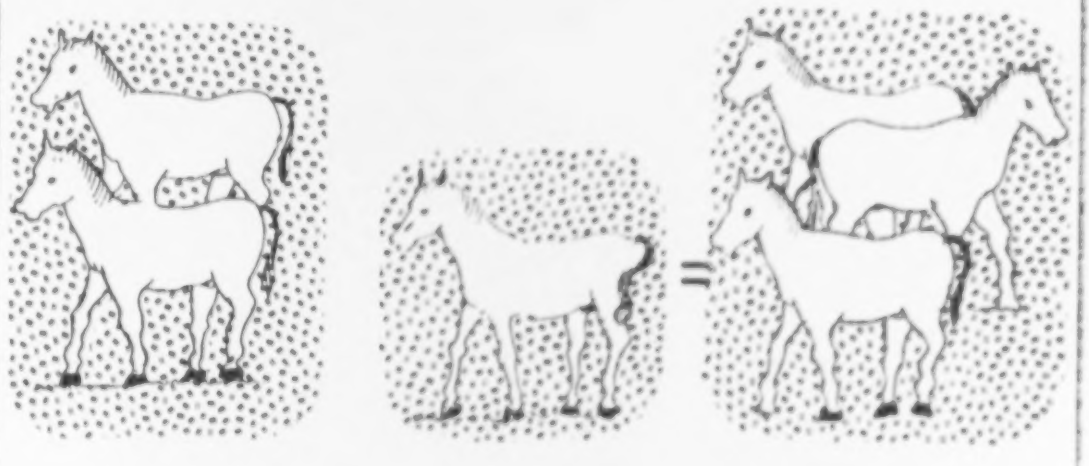


3 + 1 = 4

$$\begin{array}{r} 3 \\ +\ 1 \\ \hline 4 \end{array}$$

3 + 1 = 4

EXAMPLE

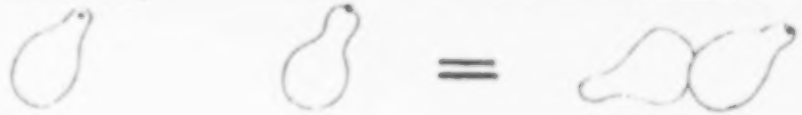


$$2 + 1 = 3$$

$$\begin{array}{r} 2 \\ +\ 1 \\ \hline 3 \end{array}$$

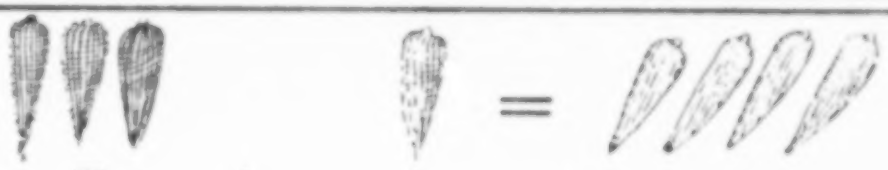
$$2 + 1 = 3$$

EXERCISE 5

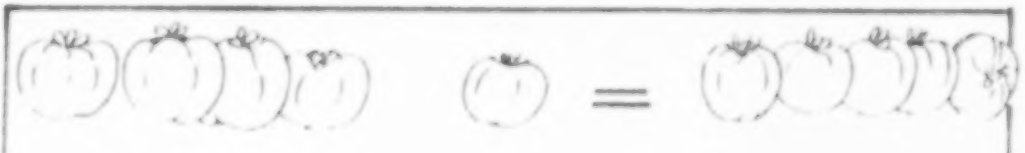


1 + 1 = 2

2 + 1 = ____

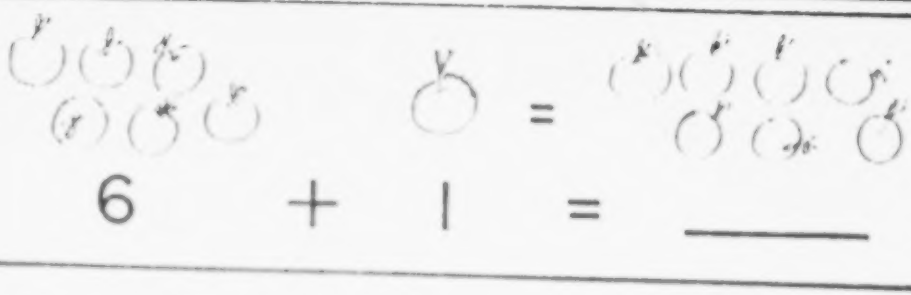


3 + 1 = ____

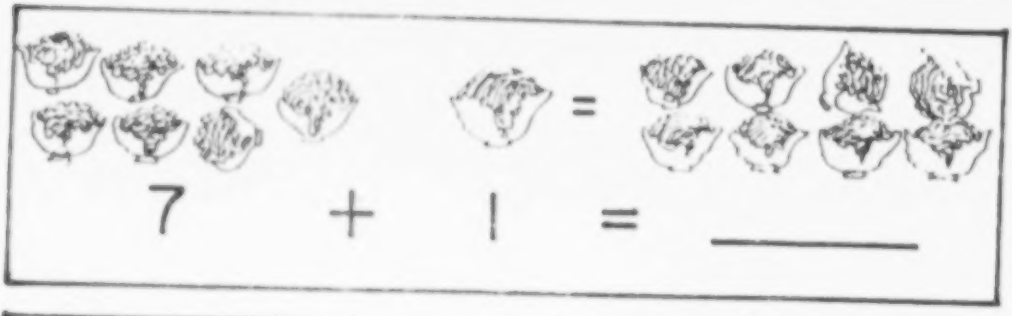


4 + 1 = ____

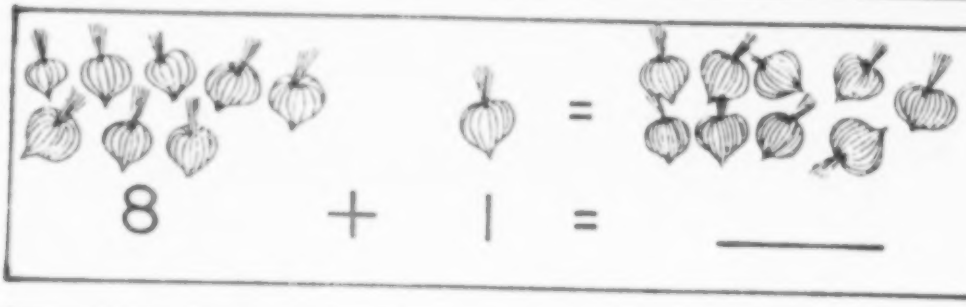
5 + 1 = ____



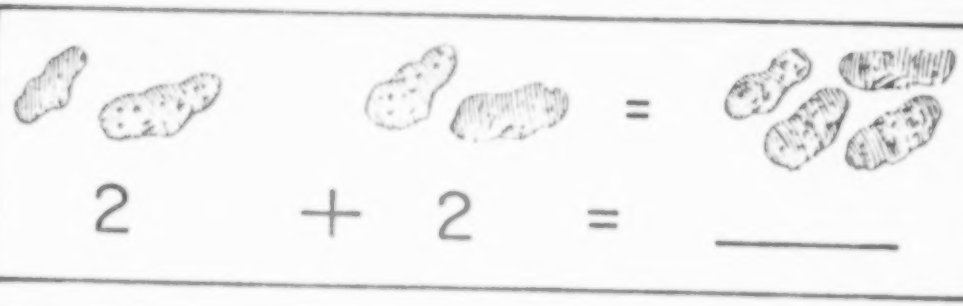
6 + 1 = _____



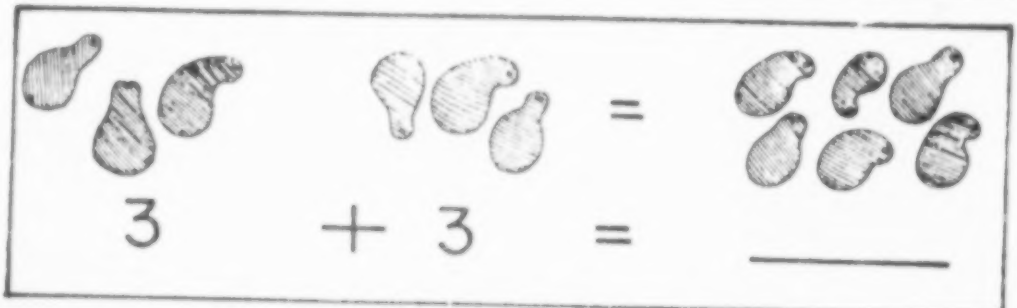
7 + 1 = _____



8 + 1 = _____



2 + 2 = _____

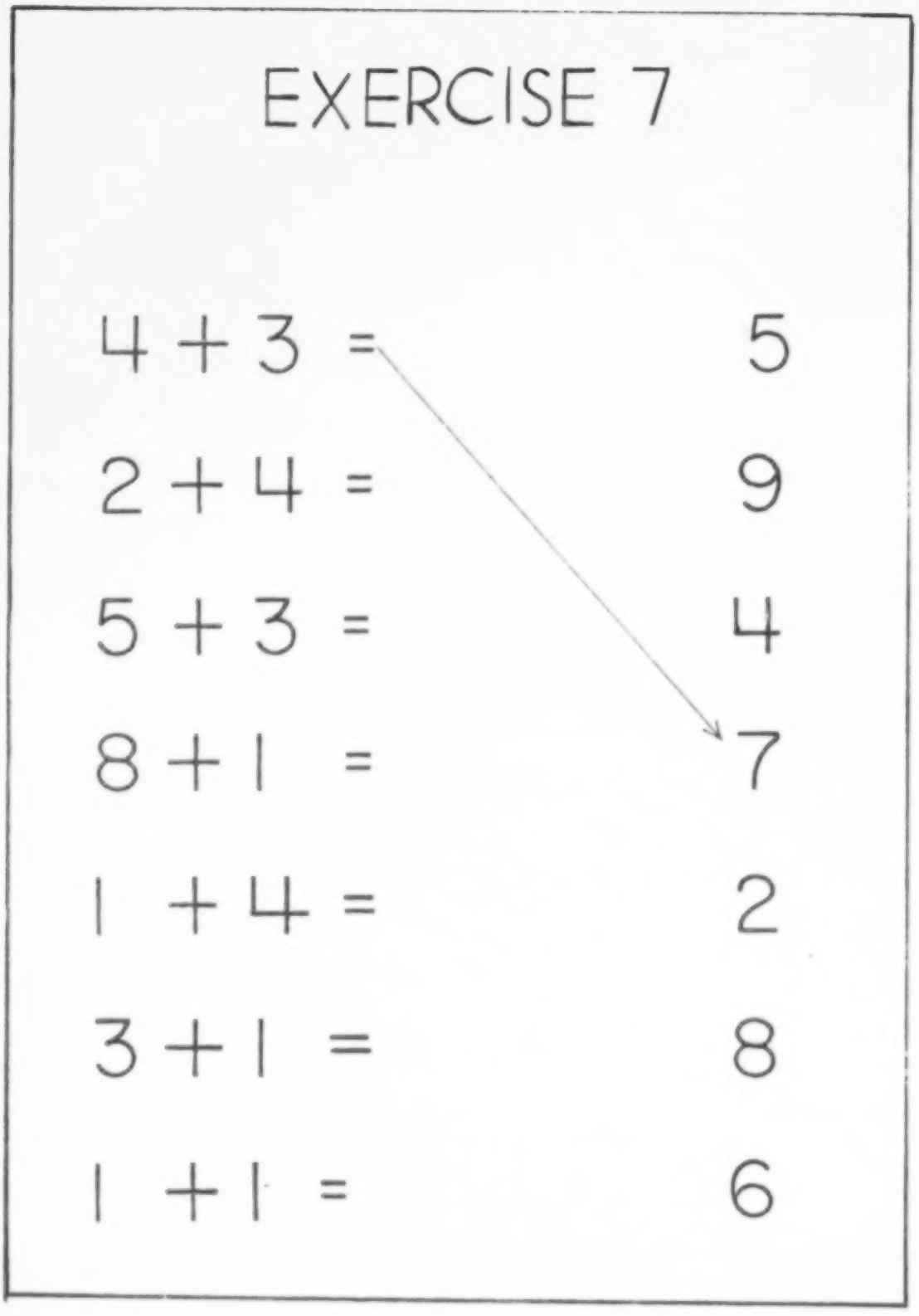


3 + 3 = _____

EXERCISE 6

$\begin{array}{r} 1 \\ +\ 3 \\ \hline 4 \end{array}$	$\begin{array}{r} 3 \\ +\ 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +\ 3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +\ 2 \\ \hline \end{array}$
$\begin{array}{r} 3 \\ +\ 1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +\ 2 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +\ 1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +\ 3 \\ \hline \end{array}$
$\begin{array}{r} 2 \\ +\ 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +\ 1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +\ 7 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +\ 3 \\ \hline \end{array}$
$\begin{array}{r} 3 \\ +\ 5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +\ 3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +\ 1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +\ 5 \\ \hline \end{array}$

EXERCISE 7



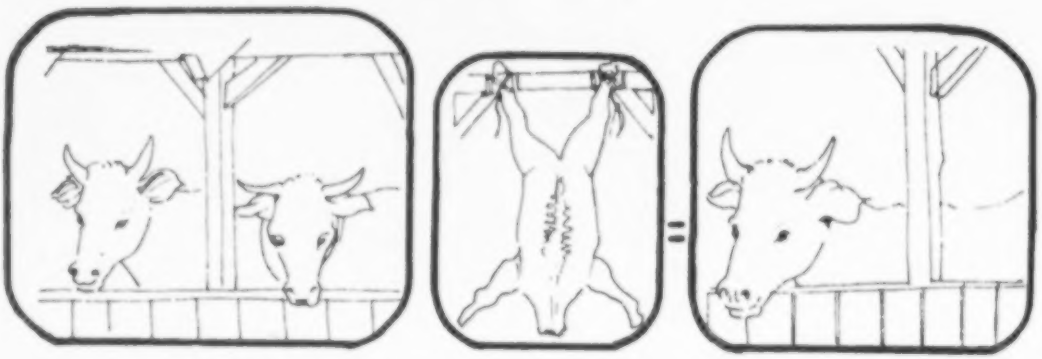
EXAMPLE

3 — 1 = 2

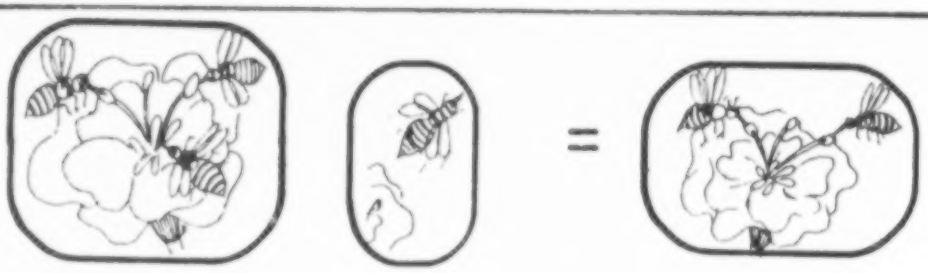
$$\begin{array}{r} 3 \\ -\ 1 \\ \hline 2 \end{array}$$

3 — 1 = 2

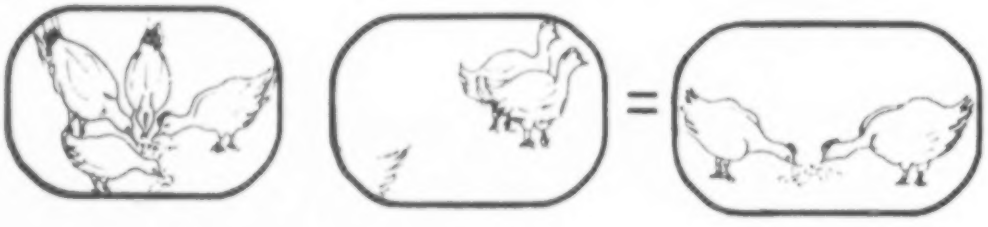
EXERCISE 8



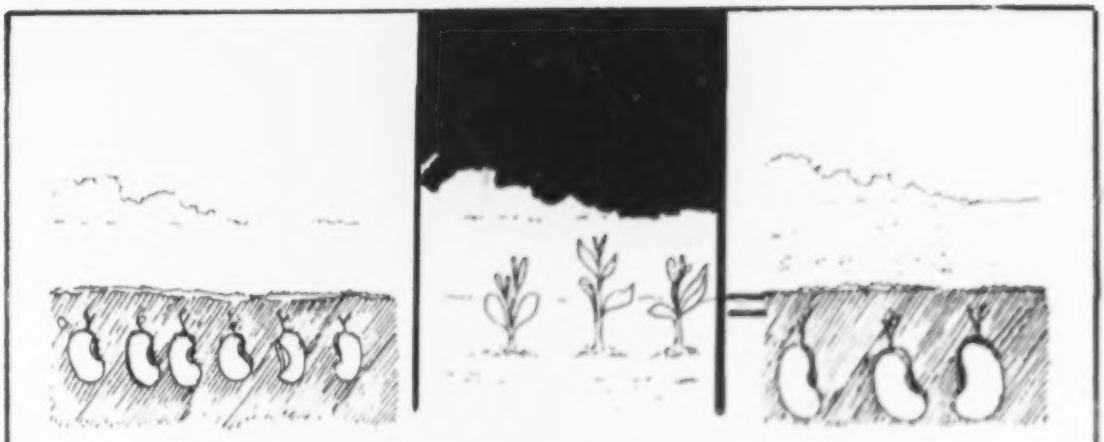
2 — 1 = 1



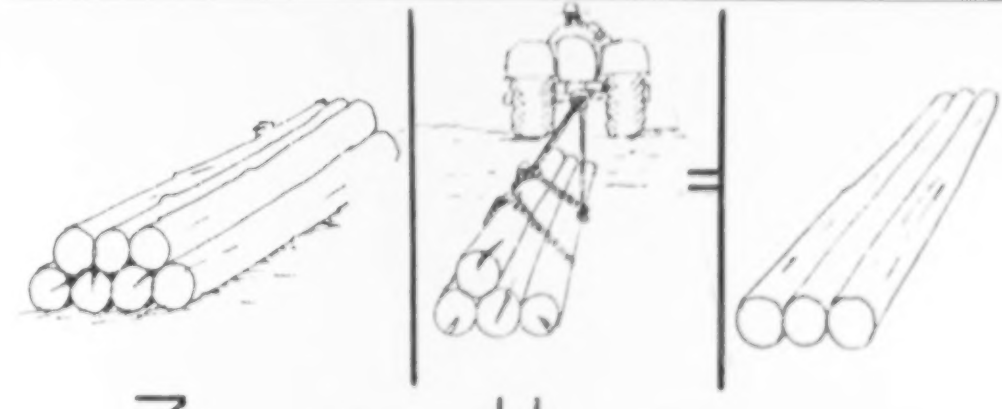
3 — 1 = ____



4 — 2 = ____



6 — 3 = ____



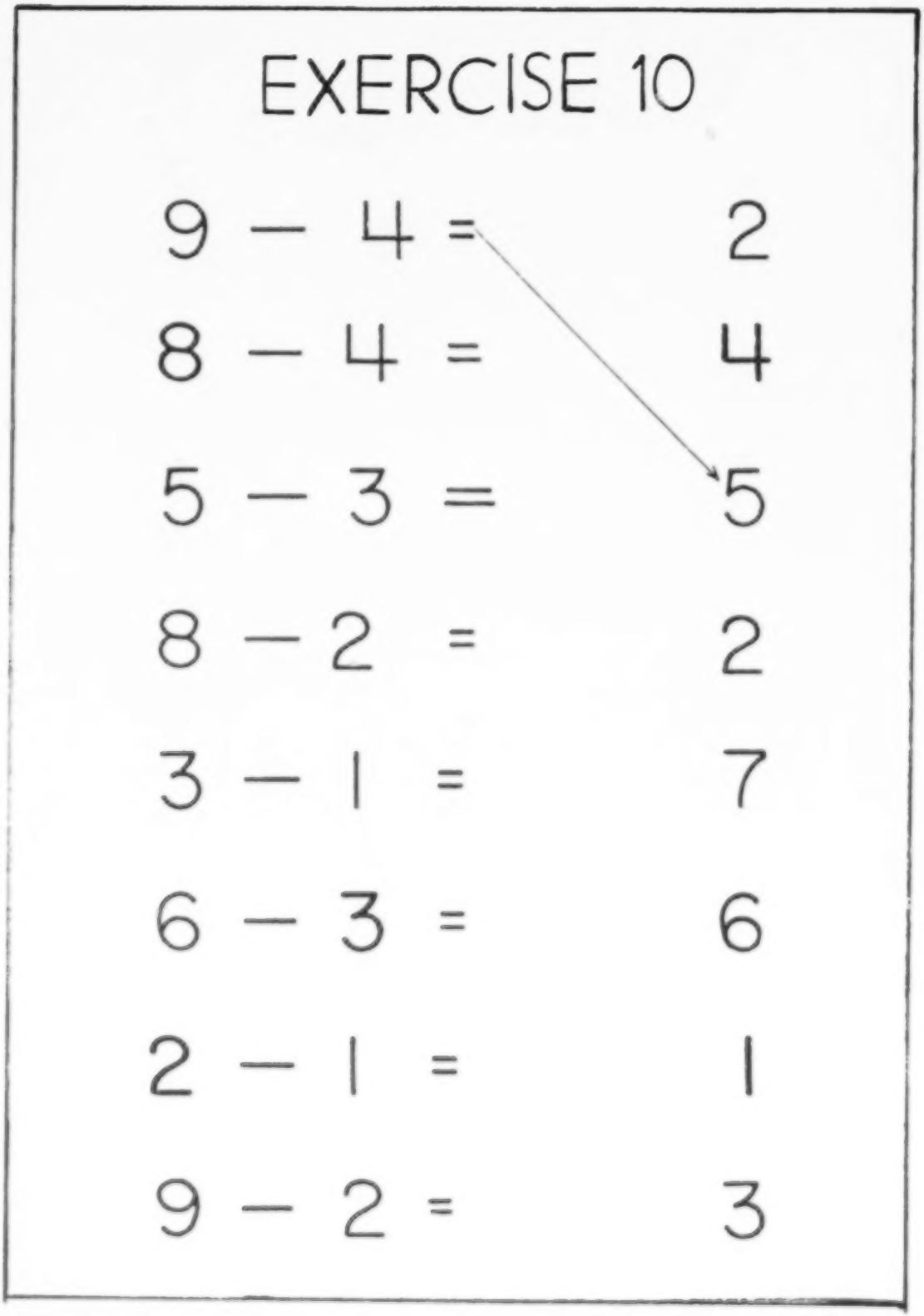
7 — 4 = ____

5 — 4 = ____

EXERCISE 9

3 − 1 2	4 − 2	6 − 3	7 − 4
8 − 4	5 − 3	9 − 2	2 − 1
3 − 2	5 − 2	7 − 5	9 − 7
5 − 4	6 − 2	7 − 3	9 − 4

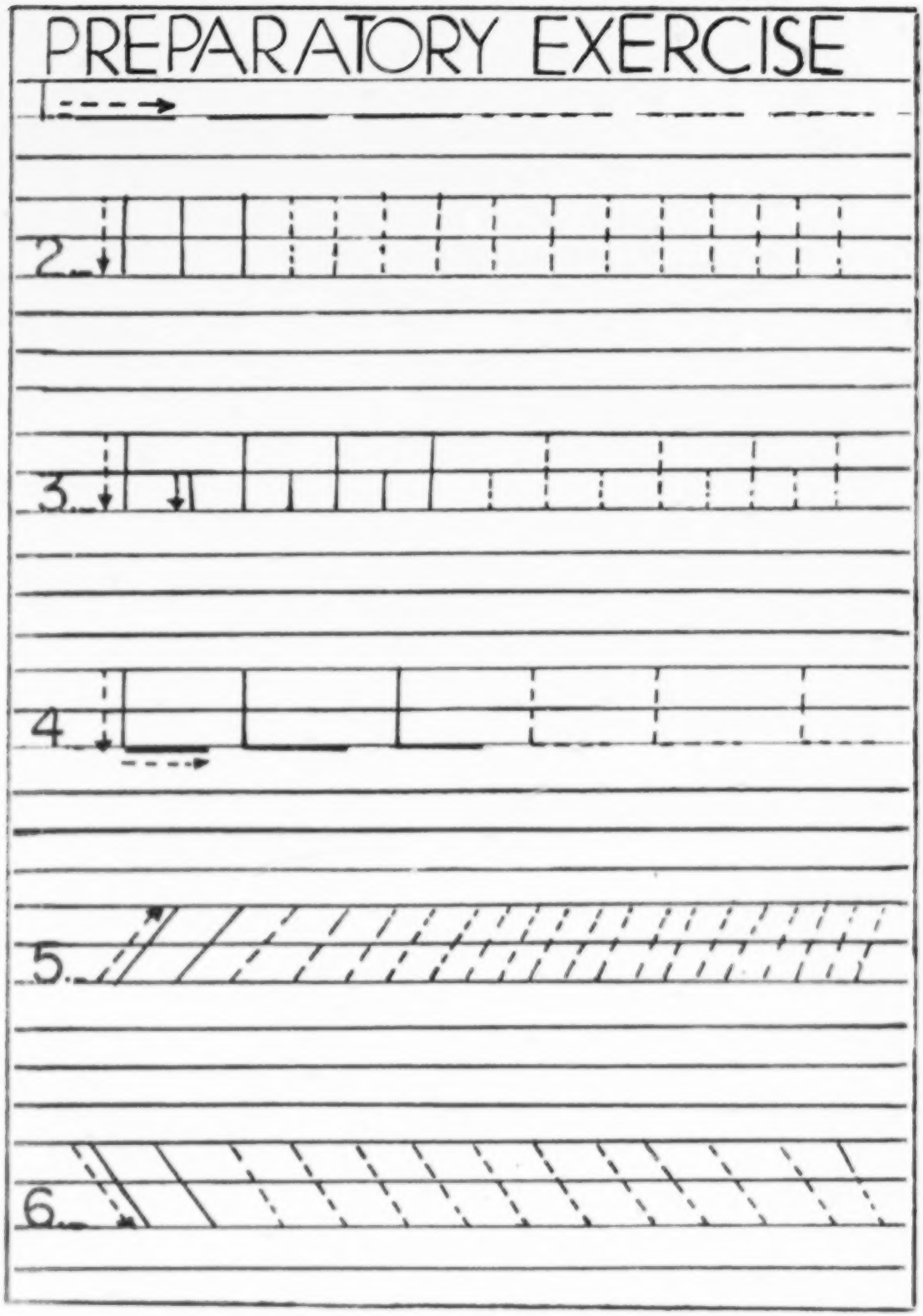
EXERCISE 10

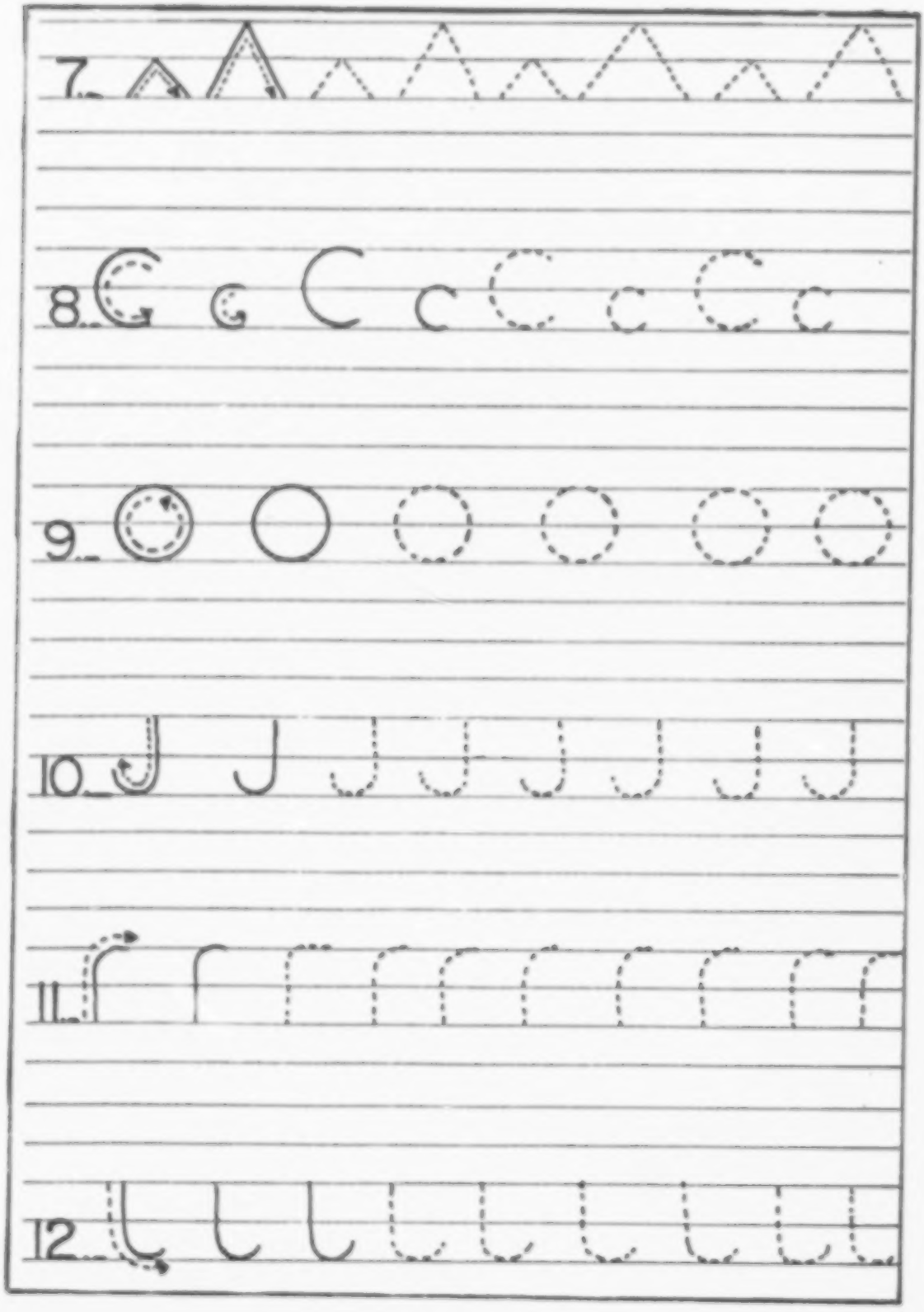


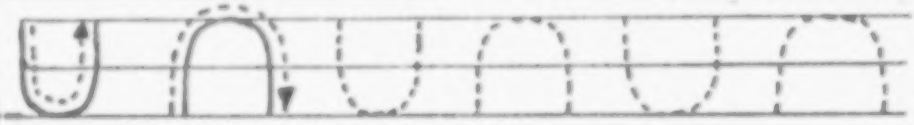
9 − 4 =	2
8 − 4 =	4
5 − 3 =	5
8 − 2 =	2
3 − 1 =	7
6 − 3 =	6
2 − 1 =	1
9 − 2 =	3

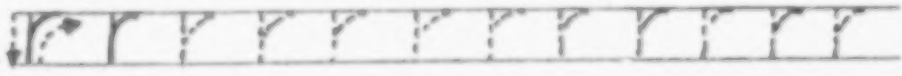
APPENDIX B

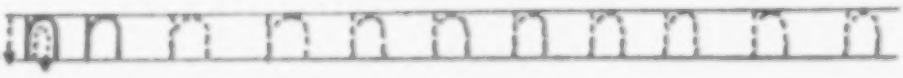
Sample Lessons, Modified Freire Curriculum

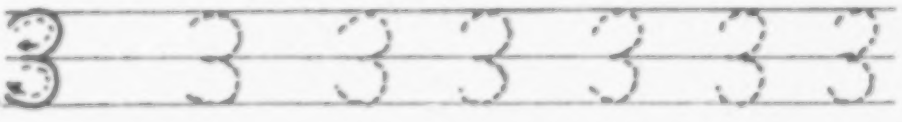


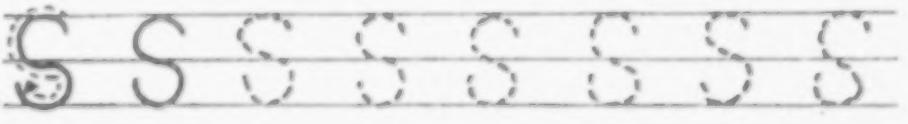

7.
8.
9.
10.
11.
12.

13. 

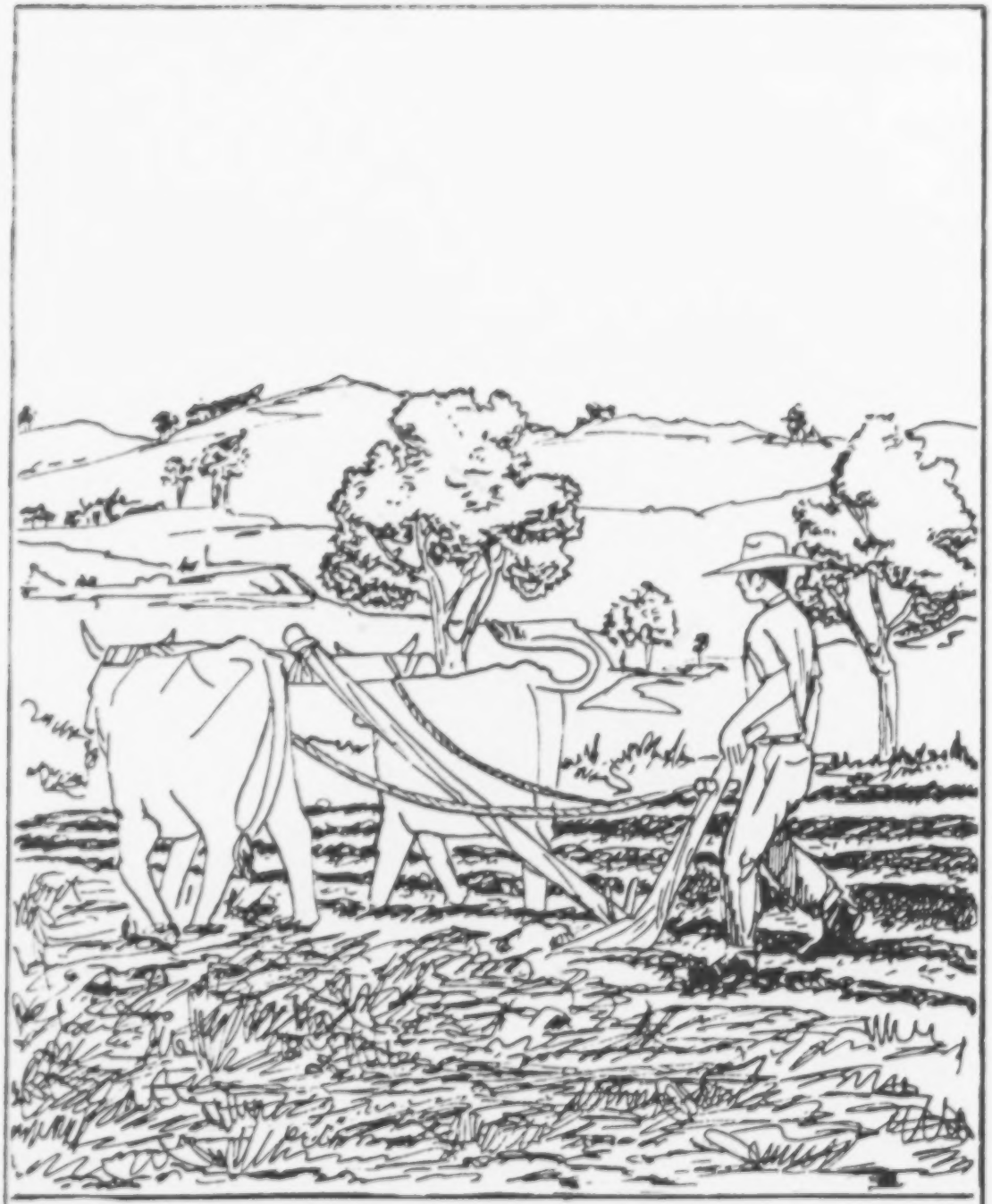
14. 

15. 

16. 

17. 

18.



El arado facilita el trabajo en el campo.

arado

a ra do

a	i	o	e	u
ra	ri	ro	re	ru
do	da	di	du	de

arado _____ Ada _____

ara _____ oro _____

Eda _____ dado _____

dorado _____ duda _____

duro _____ ira _____

urna _____ Dora _____

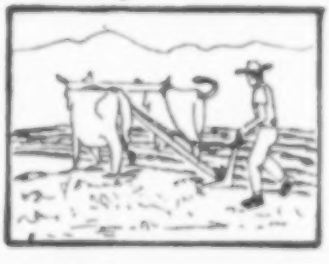
1._Darío ara.

_____

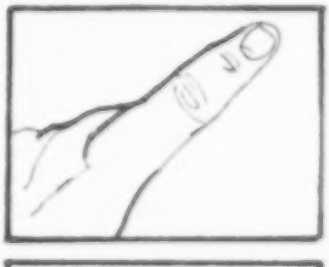
2._Eda duda.

_____

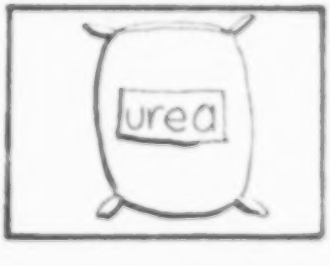
Escriba el nombre de los siguientes dibujos:



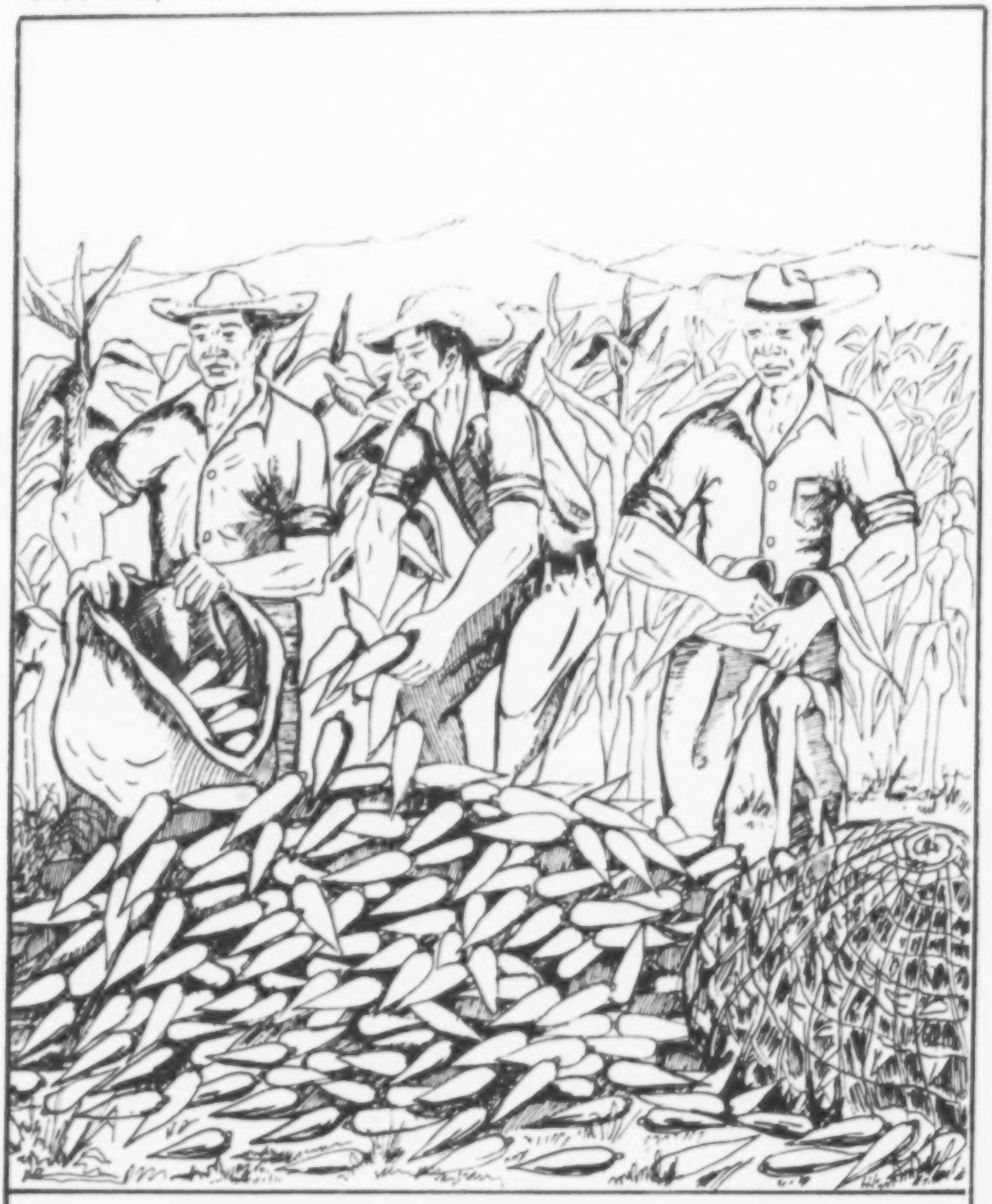
_____



_____



_____



La cosecha es el producto
de nuestro trabajo.

Cosecha

Co se cha

Lea y escriba la familia silábica:

co ca cu

se si so sa su

cha cho che chi chu

cara	ca	ra	cara
saco			
casa			
coro			
caro			
seco			

1- Chicho cosecha cacao.

_____

2- Eda cura a Susana.

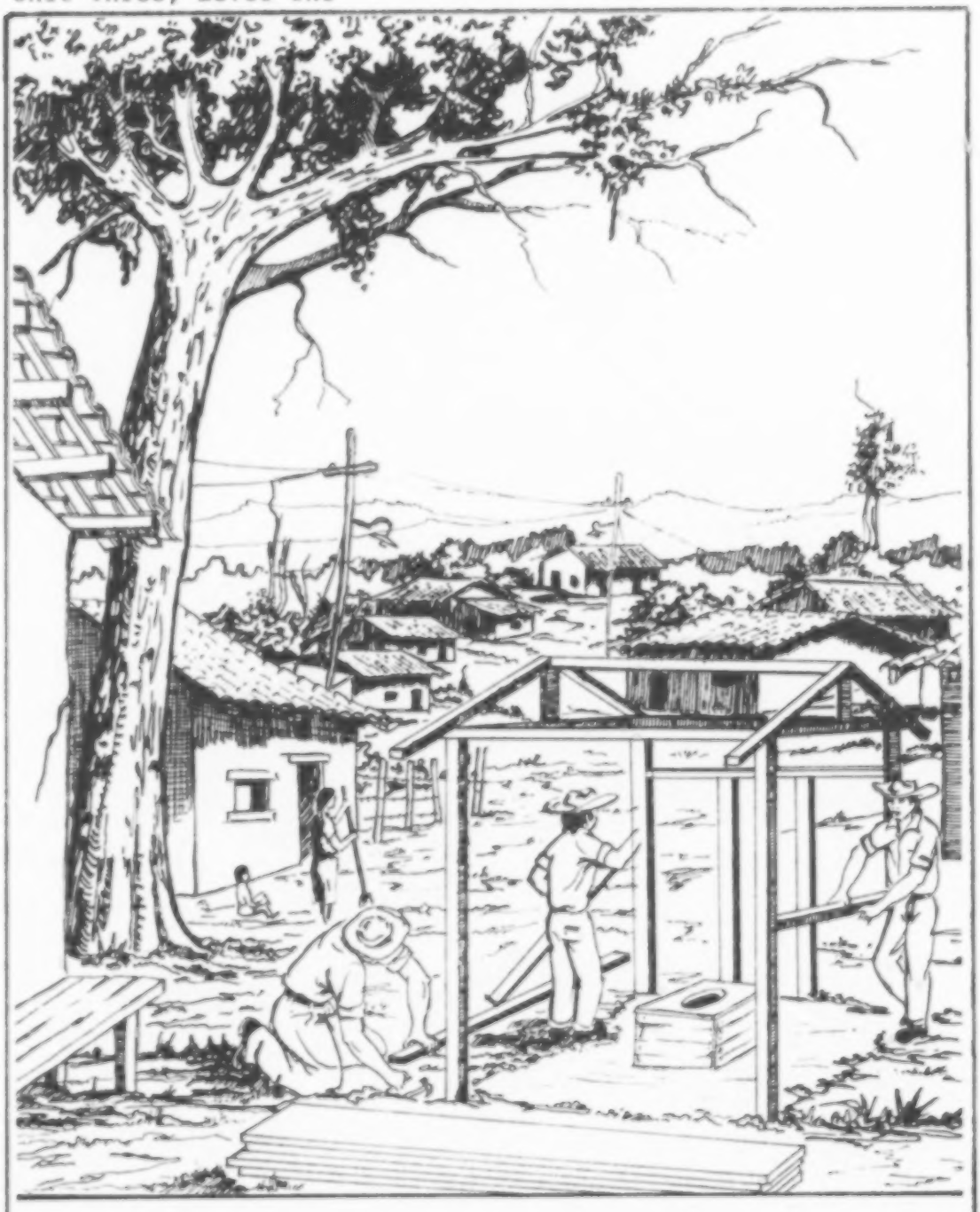
_____

3- Aída se casa.

_____

4- Ada cose su saco.

_____



Mejoremos nuestra comunidad.

Comunidad

Co mu ni dad

Lea y escriba la familia silábica.

co	ca	cu		
mu	ma	me	mi	mo
ni	no	nu	na	ne
dad	ded	did		

Comunidad	co	mu	ni	dad	comunidad
camino	___	___	___		_____
moneda	___	___	___		_____
caridad	___	___	___		_____
música	___	___	___		_____
semana	___	___	___		_____

1- Amo a mi comunidad.

_____

2- Mi comunidad es aseada.

_____

3- Chema come mucha mora.

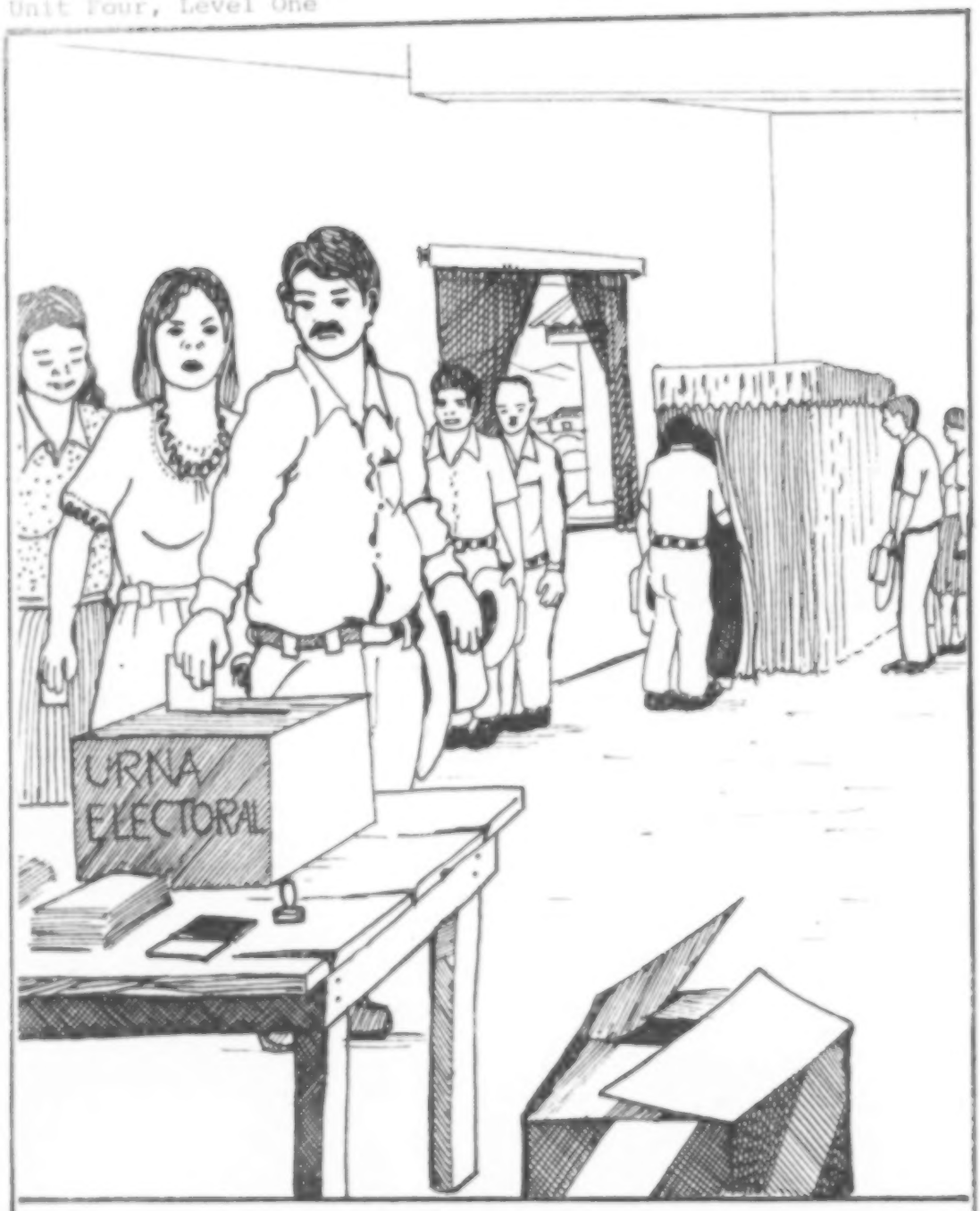
_____

4- Ese muchacho es dichoso.

_____

5- Cada día Dora asea su casa.

_____



Los hondureños elegimos el camino de la democracia

de mo cra cia

de	da	du	di	do
mo	me	mi	mu	ma
cra	cri	cre	cro	cru
cia	cio	ciu	cie	

1- La democracia es la participación de los hondureños para conducir los destinos de nuestro país.

2- La democracia es el gobierno del pueblo, para el pueblo y por el pueblo

3- En un pueblo democrático los ciudadanos eligen libremente a sus gobernantes

La Letrina

(The Latrine)

Para evitar enfermedades es necesario tener en nuestra casa una letrina.
(In order to avoid getting sick, it is necessary to have a latrine for our house.)

La letrina es necesaria para conservar la salud de nuestra familia y de la comunidad.
(A latrine is necessary to keep our family and community healthy.)

Es importante que toda la familia use la letrina y la mantenga limpia.
(It is important that all the family uses a latrine and keeps it clean.)

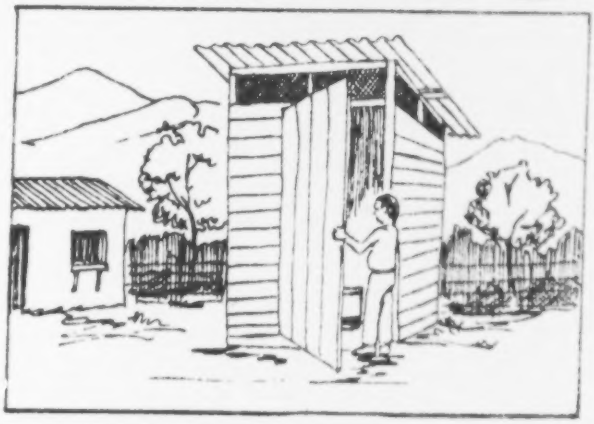
El piso y el asiento de la letrina hay que asearlo todos los dias.
(The floor and the seat of the latrine should be cleaned every day.)

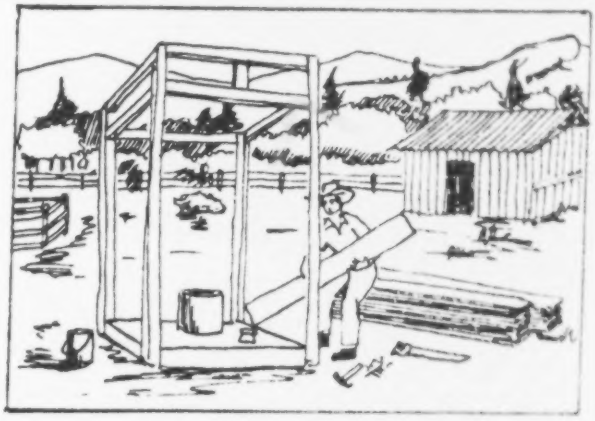
Tenemos que barrer la letrina y quemar la basura.
(We should sweep the latrine and burn the garbage.)

Ejercicio Nº4

(Write at the side of each picture what the person is doing.)

Escriba a la par del dibujo lo que está haciendo la persona.





Ejercicio Nº 1

Una por medio de una línea las palabras iguales.
(Connect with a line that words that are the same.)

letrina	limpia
evitar	quemar
necesario	barrer
conservar	importante
limpia	necesario
importante	letrina
quemar	evitar
barrer	conservar

Ejercicio Nº 2

Subraye en la lectura "La Letrina" las palabras que llevan s,
(Underline in the reading, "The Latrine," the words that contain s,
luego escríbala.
then write them.)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Ejercicio Nº 3

Con una raya una las partes que forman una oración.
(With a line connect the parts from each column that make a sentence.)

Para evitar enfermedades (In order to avoid sickness)	la letrina y quemar la basura. (the latrine and burn the garbage.)
Es importante que toda (It is important that all the	
la familia family)	es necesario tener una letrina. (it is necessary to have a latrine.)
Tenemos que barrer (We have to sweep)	use la letrina. (uses the latrine.)

Paternidad Responsable

(Responsible Parenthood)

Nosotros, los padres debemos dar a nuestros hijos alimentación,
(We parents must give our children food, health care, clothing, a home,
salud, vivienda, ropa y educación.
and education.)

Los niños necesitan que el padre y la madre les den amor,
(Children need a father and a mother who give them love, affection,
cariño y comprensión.
and understanding.)

La familia unida soluciona mejor los problemas de los hijos.
(A united family is better able to solve the problems of children.)

El padre y la madre son responsables por la buena educación
(The father and the mother are responsible for the good upbringing
de sus hijos.
of their children.)

Ejercicio Nº 1

Escriba lo que debemos dar a nuestros hijos.
(Write what we should give our children.)

Ejercicio Nº 2

Ordene las siguientes palabras y forme una oración.
(Put the following words in the right order to make a sentence.)

mejor — La familia — los hijos — soluciona — de los problemas
better The family of children solves the problems
— unida.
united.

Ejercicio Nº 3

Conteste estas preguntas.
(Answer these questions.)

¿ Por qué los miembros de una familia deben ser unidos?
(Why should the members of a family be united ?

¿ Por qué el padre y la madre deben comprenderse ?
(Why should the father and mother understand each other?)

Sample Level Three Lesson

LA ORGANIZACION

(THE ORGANIZATION)

Las organizaciones comunales, sindicales y
(Community, labor, and social organizations and cooperatives are necessary
sociales y las cooperativas son necesarias
for the development of our community.
para el desarrollo de nuestra comunidad.

Debemos participar en todas las
We should participate in all organizations that help to better our work, our
organizaciones que ayuden a mejorar
lives, and our welfare.
nuestro trabajo, vida y bienestar.

Organizados es más fácil resolver nuestros
If we are organized, it is easier to solve our problems.)
problemas.

¿Cómo organizados podemos mejorar nuestro trabajo, vida y comunidad?

(How can we improve our work, our lives, and our community by being organized?)

LAS ORGANIZACIONES

Las organizaciones son el mejor medio que tenemos para solucionar entre todos nuestros problemas familiares, comunales, sindicales, educativos y otros. Organizados nos ayudamos unos a otros a resolver nuestras necesidades. Con nuestra participación mejoraremos las organizaciones existentes en nuestra comunidad y ayudaremos a crear otras que son necesarias.

(Organizations are the best means we have to solve our varied family, community, union, and educational problems. If we are organized we can help each other to find solutions to our needs. By participating we will improve existing organizations and help create others that are necessary.)

LEAMOS, PENSEMOS Y HABLEMOS

(LET'S READ, THINK, AND TALK)

1. ¿Qué son las organizaciones?
   (What are organizations?)
2. ¿Qué ventajas obtenemos perteneciendo y participando en una organización?
   (What advantages do we obtain by belonging to and participating in an Organization?)
3. ¿Qué podemos hacer para crear o mejorar una asociación de padres de familia?
   (What can we do to create or improve a parents' association?

LA ASOCIACION FAMILIAR
(FAMILY LIFE)

"Como no había dinero, ni qué comer, ni de qué
(Since there was no money, nor anything to eat or to live on, and
vivir, y los de la casa lo pasaban echando todos
those in the house would pass him every day, accusing him of
los días, acusándolo de haber perdido el trabajo
having lost his job and of not being good even for fishing; Tivo
y de no servir ni para pescar; Tivo se asoció con
joined with his brothers to earn a living.)
sus hermanos para ganarse la vida."

Roberto Castillo: "El corneta" (fragmento).

(The Bugle)

EJERCICIOS DE ESCRITURA
(WRITING EXERCISES)

(Para hacer en el cuaderno)

(To do in the notebook)

1. Comentemos, escribamos y aprendamos las palabras más
(Explain, write, and learn the most difficult words of the preceding reading.)
difíciles de la lectura anterior.

2. Escribamos una oración empleando cada una de las siguientes
(Write a sentence using each of the following words: money, eating, living, and
palabras: dinero, comer, vivir y asoció.
joined.

3. Hagamos una lista con las palabras de la lectura anterior que
(Make a list of the words in the reading that are of masculine gender.)
tengan genero masculino.

4. Escribamos al dictado la lectura anterior y corrijamos los
(Write from dictation the reading and correct the errors made, if any.)
errores que hayamos tenido.

5. Escribamos el nombre de las siguientes abreviaturas: Sr., Sra.,
(Write the name of the following abbreviations:)
Prof., Lic., Dr. y Pág..

EJERCICIOS DE CALCULO
(NUMERACY EXERCISES)

(Para hacer en el cuaderno)
(To do in your notebook)

1. Escribamos con palabras las siguientes cantidades de quintales de papas cosechadas en 6 comunidades entre 12 familias.
(Write in words the following quantities of hundredweights of potatoes harvested by 12 families in 6 communities.)

294 192 207 109 103 188

2. Si en las 3 primeras comunidades trabajaron asociadas 7 familias, ¿Cuántos quintales cosecharon en total?
(If in the first three communities seven families worked together, How many hundredweights did they harvest in all?
¿Cuántos correspondieron a cada familia?
How many belonged to each family?)

3. Si en las 3 comunidades restantes trabajaron asociadas 5 familias, ¿cuantos quintales cosecharon en total?
(If in the three remaining communities five families worked together, how many hundredweights did they harvest in all?
¿Cuántos cosechó cada familia?
How many did each family harvest?)

4. Tivo y sus 4 hermanos ganaban asociados Lps. 240.00 cada mes. ¿Cuánto ganaban cada semana? ¿Cuánto ganaba Tivo a la semana?
(Tivo and his four brothers together earned Lps. 240.00 each month. How much did they earn each week? How much did Tivo earn each week?)

ACTIVIDAD PRACTICA
(A Practical Activity)

5. Completemos el siguiente resumen de gastos de una organización, tal como: _____

RESUMEN (Summary) DE (of) GASTOS (Expenses)		
Fecha (Date)	Conceptos (Description)	Cantidad (Amount.)
		L.
		L.
		L.
		L.
		L.
		L.
TOTAL		L.

ACTIVIDADES CREATIVAS

(CREATIVE ACTIVITIES)

Realicemos un dibujo y escribamos debajo nuestra opinión personal sobre las organizaciones.

(Make a drawing and write under it your personal opinion about organizations.)

Leamos y corrijamos en grupo lo escrito.

(Read and correct in the group what is written.)

ACCIONES PARA DESARROLLAR NUESTRAS ORGANIZACIONES

(ACTIONS TO DEVELOP OUR ORGANIZATIONS)

Discutamos y realicemos algunas de las siguientes acciones:

(Let's discuss and carry out some of the following activities:)

1. Organicemos una asociación de campesinos para ayudarnos en la producción y en el trabajo de la tierra.
   (Let's organize an association of farmers to help in production and work on the land.)
2. Organicemos una asociación de padres de familia para mejorar la educación de nuestros hijos.
   (Let's organize a parents' association in order to improve the education of our children.)
3. Organicemos una asociación de mujeres y amas de casa para ayudarnos en el hogar y en el trabajo.
   (Let's organize an association of women and housewives to help in the work at home and outside.)
4. Organicemos un club deportivo y cultural para promover el deporte y la cultura en nuestra comunidad.
   (Let's organize a sports and cultural club in order to promote sports and culture in our community.)

Hablemos y propongamos entre todos otras acciones como:

(Let's talk and propose among ourselves other actions such as:)

5. _____

   _____

   _____

6. _____

   _____

   _____

RESUMEN DE LA UNIDAD 4

(SUMMARY OF UNIT 4)

1. Escriba en el primer cuadro lo más importante que haya aprendido con esta Unidad.
(Write in the first box the most important thing learned in this Unit.)

2. Escriba las acciones para mejorar nuestra organización que pensamos hacer o estamos realizando.
(Write the actions to improve our organization that we are thinking of doing or that we have done.)

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